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NEA

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Today

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Ely Marsh

THE DISAPPEARING MINORITY TEACHER

**CAN WE REVERSE
THE TREND?**

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NATIONAL NEWS



Seventeen-year-old Denver student Anna Hinojos and volunteer Lucy Trujillo are featured in a major, NEA-cosponsored documentary on illiteracy that will air on PBS this fall.

NEA Joins National Literacy Drive

NEA is cosponsoring a media campaign to rally Americans to the battle against illiteracy. This fall, the campaign will enter a new phase.

In the next school year NEA will be throwing its full weight behind America's most ambitious effort to eliminate illiteracy. The Association has become a national cosponsor of Project Literacy U.S. (PLUS for short) which aims to fight illiteracy through a

massive public service effort. Some 365 local PLUS task forces have been established throughout the United States and Canada.

NEA's participation in PLUS will have its first visible results in the Association's annual media campaign

to build public support for education.

PLUS, a collaborative effort begun three years ago by Capital Cities/ABC and PBS, will feature a major NEA-backed documentary that will air on public television in October or November. Next year's PLUS campaign will emphasize the importance of one-on-one mentoring—providing children with adults who will listen to and talk with them and help them think through situations properly. The documentary will be built around this theme.

Years ago, the program will note, mentor-child relationships developed naturally in families, neighborhoods, and religious communities. But times have changed. Today, the youngsters most in need of mentors are often the least likely to have them.

The PLUS campaign will be structured to involve interested NEA members in efforts to fight illiteracy on the local level. There'll be many ways to participate—details will be passed to NEA local affiliates in the coming months.

In recent years NEA's annual media campaign has focused exclusively on broadcasting 30-second, pro-public education messages on national television networks.

The 1989-90 effort will run a new round of TV ads on national cable TV networks and major metropolitan area television stations. But it won't stop there. In addition to the cosponsorship of the PLUS literacy effort, the NEA media campaign will explore other new angles as well. Next year, for instance, NEA will for the first time help underwrite *All Things Considered* and other widely acclaimed public affairs news programs broadcast by National Public Radio.

Watch next September's *NEA Today* for complete details on the new NEA media campaign.

—Diane Dismuke

Illiteracy: A Worldwide Problem

Some 890 million—or one quarter—of the world's adults are illiterate.

In addition, an estimated 100 million school-aged children have no place to learn and seem destined to be illiterate throughout their lives. Many who have learned to read, in school or in literacy programs outside the school, run the risk of relapsing into illiteracy because they have nothing to read.

The global illiteracy rate is actually decreasing—from one third of the world's population 10 years ago to one quarter today—but the number of individuals who can't read or write is growing.

If current trends hold, the number of illiterates worldwide could rise to



912 million by 2000.

The United States has some 23 million functionally illiterate adults—those whose basic skills don't reach beyond the fourth grade. Another 35 million are semiliterate: their skills don't reach the eighth-grade level.

Illiteracy costs the United States an estimated \$200 billion each year

in lost industrial productivity, unrealized tax revenues, crime, poverty, and related social ills. It's a problem in every community—and not limited to any race, religion, or socioeconomic class.

Because illiteracy is a global problem, the United Nations General Assembly has proclaimed 1990 International Literacy Year, and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) recently formulated a four-year plan to bring about "a massive reduction of worldwide illiteracy by the year 2000." (See President's Viewpoint on the opposite page for more details on this effort.)

—D.D.

News Beat

● The number of gunshot wounds to urban children has risen by 300 percent since 1986, according to trauma expert Barbara Barlow, M.D. Why? Barlow cites the large numbers of guns in homes, shootings that produce stray bullets, and the number of children involved in drug trafficking.

● The nation's unemployment rate dropped in February to 5.1 percent—its lowest level in 15 years—in part because of a drop in the number of people in the labor force. Some economists worry that the unemployment low may presage an increase in inflation.

● Year-round schools may help high school students learn more. At McCluer High School in Buena Vista, Va., eleventh graders' standardized test scores increased dramatically—from below to above the national median—after the school switched to a voluntary year-round schedule.

● Twelve million children—that's one child in five—don't get necessary medical attention because their parents can't afford health insurance. Says one doctor, "Our social and political negligence is creating generations of medically homeless children, for whom we will all pay a price in the years to come."

● More than one-fifth of the nation's school buses are unsafe, according to a recent investigation by the National Transportation Safety Board. The Board recommended that states order the phasing out of buses that don't meet 1977 federal safety standards.

Pre-1977 buses have no protective cage around the fuel tank as newer buses do, and they can also have narrower aisles—only about 12 inches wide—by the rear emergency door. California has about 6,000 pre-1977 vintage buses.

● Only 29 percent of public school teachers nationally are men. Massachusetts, with 41.56 percent, has the largest proportion of male teachers, followed by Oregon, Minnesota, and Pennsylvania, all with about 39 percent. Georgia has the smallest proportion of male teachers: 16.7 percent.

WELL PUT!



"I think it is the obligation of all taxpayers to support a public education system. We want it to be the best.

And then if people want to shell out [private] tuition money, that's their right."

—President George Bush

COVER STORY

Finding More Minority Teachers

In 1980, one U.S. teacher in eight was minority. By the turn of the century, that proportion will drop to one in 20—unless steps are taken to attract more minorities into the profession.

WHO



College junior Michelle Chambers chose business over education. "Many students," she says, "feel teaching is charity work that offers little reward."

"I wanted to be a teacher—my older sister teaches—but the salary she makes isn't enough for such an important job," says Michelle Chambers, 21.

Chambers, a junior at Howard University in Washington, D.C., is majoring in business. She's one of a growing number of young Blacks who once considered teaching as a career, but then discovered that business, engineering, or communications offer more pay and prestige from the start—and better career opportunities for the future.

As more college-educated minorities pass over teaching as a career and fewer minorities attend college at all, the minority teacher shortage is reaching near-crisis proportions.

At a time when a quarter of the nation's 40 million public school students are minorities, the number of minority teachers has fallen to roughly one-tenth of the teaching force—about 240,000. If the current trends aren't reversed, the disproportion between minority teachers and minority students will grow even wider.

The shortage of minority teachers is "worse than the most informed educators have envisioned," according to a recent study by the American Association of Colleges for Teacher Education (AACTE), whose members prepare 85 percent of the nation's new teachers each year.

AACTE's 1987 survey of teacher preparation institutions in 47 states and the District of Columbia provides one of the first broad statistical portraits of minority student enrollment throughout the "educational pipeline" from high school through college.

Blacks, Hispanics, Asians, and American Indians aren't joining the teaching force rapidly enough to replace those who are retiring, according to AACTE's data—but by the turn of the century minorities will be more than 30 percent of the nation's student population. If trends hold steady, one researcher predicts, high school graduates at the turn of the century will have been taught by only two minority teachers during their 12 years of public school.

"We can't have quality education without multicultural teachers," says AACTE Research Director Mary Dilworth. And, she adds, the shortage of minority teachers can't be solved by trying to draw minority students away

from schools of business, law, or medicine.

"We need minority professionals in all fields, so we must simply encourage minority students to pursue their goals.

WILL

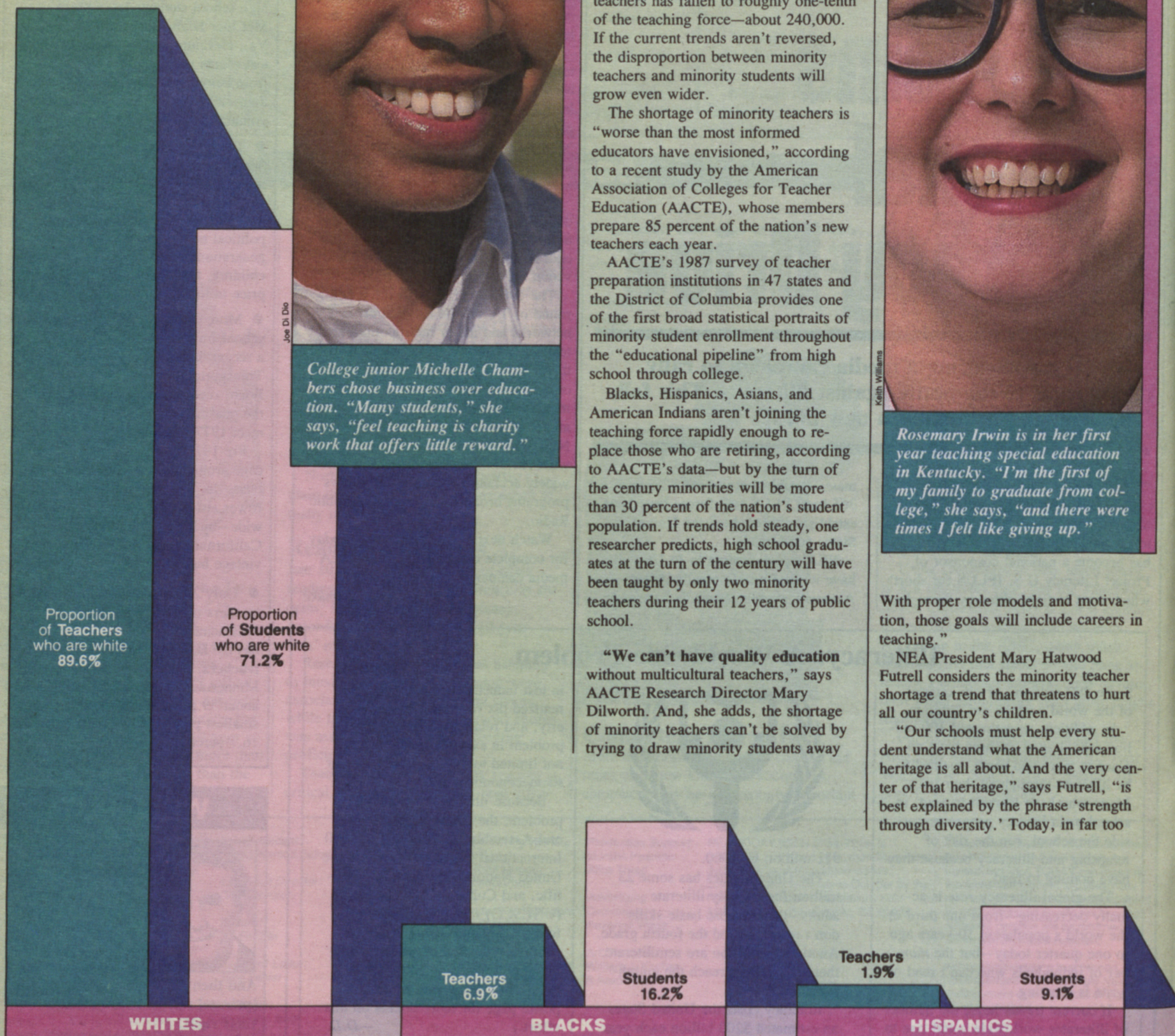


Rosemary Irwin is in her first year teaching special education in Kentucky. "I'm the first of my family to graduate from college," she says, "and there were times I felt like giving up."

With proper role models and motivation, those goals will include careers in teaching."

NEA President Mary Hatwood Futrell considers the minority teacher shortage a trend that threatens to hurt all our country's children.

"Our schools must help every student understand what the American heritage is all about. And the very center of that heritage," says Futrell, "is best explained by the phrase 'strength through diversity.' Today, in far too



COVER STORY

many of our schools, there's no 'living' evidence that drives that lesson home.

"That's one of the real tragedies of the minority teacher shortage," adds Futrell. "We're cheating minority students of the positive role models they need, role models who can bolster their pride and self-esteem."

"But just as important, we're cheating nonminority students. We're cheating them of the understanding that no group in our society has a monopoly on learning—or teaching. And we're cheating them of the preparation they'll need to work cooperatively in our multiethnic workforce and to understand the emerging global economy."

Why are fewer minority students entering teaching now than in the past? The answers, at least according to some experts, are very basic. Like women, highly qualified minorities used to go into teaching because it was where they could get work. Today, minority graduates have a much wider range of professional career opportunities from which to choose.

Also, there's been a decline in the proportion of some minorities—for example, Black males—who attend college. Other minorities may have increased their presence on college campuses. But overall, though 25 percent of college-age youth are minority, only 17 percent of college students are.

Some experts believe lack of financial assistance often makes it impossible for bright minority young people to go to college. The amount of money for federal grants and scholarships was slashed by almost two-thirds between 1975 and 1985, from \$13 billion to \$5 billion.

At the same time, more and more financial assistance has been channeled into repayable loans rather than grants. Minority students expect to have a hard time getting good jobs, so they're much more reluctant than others to take on big debt.

Willie Howard, dean of the School of Education at historically Black Howard University, puts it this way: "Loans create hardships for many minority students. If you already have no money, and then someone suggests going into debt further, it's ludicrous."

"What's needed," Howard continues, "are more grants and scholarships, as well as forgivable loan programs. The federal government must look for ways to participate in postsecondary education and once again become a partner in the educational process."

Testing bias is another factor keeping minorities from entering the teaching profession. As testing requirements for initial and continuing teacher certification continue to rise, the number of minority education graduates decreases. No matter how interested minority students may be in becoming

teachers, they're not going to go far without passing a variety of testing hurdles that many believe are racially rigged against them.

The solution, though, is not to lower the standards, but to improve the preparation of minority students and free the tests from racial bias.

Despite the odds and the hurdles, some minority students around the

TEACH



"I was studying computer science and business," says Texas fifth grade teacher Rosamar Martinez. "But I love children and I switched to teaching."

nation are choosing teaching as a career and trying to influence others to do the same.

In the south Texas city of Alice, 80 miles west of Corpus Christi, fifth grade teacher Rosamar Martinez says she started out as a computer science major on her way to the business world. Business was her family tradition. Then, she says, "I realized I loved children and decided to go into teaching."

Martinez, a member of the Texas State Teachers Association, is in her

first year as an elementary teacher—but she acknowledges that her road to the classroom wasn't a smooth one.

While in college, Martinez says, she had to work harder than nonminority students. "I had difficulties understanding some of my classes. That used to frustrate me—but it made me want to become a teacher who would take the time to teach students who might otherwise give up."

"My salary's certainly not the highest," she continues, "but I realize Hispanics need ethnic role models. I feel I can be a good teacher and make a difference in my students' lives."

Other minority teachers share the same goals. Rosemary Irwin, an Asian American born in Seoul, Korea, has been teaching special education in Leitchfield, Ky., for a year. In doing that, she says, she's accomplished a major goal in life, after what she admits was a difficult struggle.

Irwin, a member of the Grayson County Education Association, says the financial burdens of going to college were almost too much for her.

"I owe thousands of dollars on my student loans, even though a portion has been forgiven because I'm teaching. The worst part is that a teacher's compensation is terribly low."

Even though the picture seems grim, new and progressive steps to meet the challenge of recruiting and retaining minority teachers are being put into place.

NEA and its state and local affiliates are working on a multi-pronged plan to boost the number of minority teachers. A few examples:

► One area that's showing signs of success is NEA's Student Program. In California, for example, NEA Student President Tamara Connors is leading a new project aimed at minority high school and college students which focuses on the rewards of teaching.

Says Connors: "We pick schools with high minority populations. Sometimes we talk with members of ethnic clubs, explaining what's involved in preparing to become a teacher and how to qualify for financial assistance. It's too early to gauge how successful we've been, but we're seeing more people interested in becoming teachers, and we're determined to make a difference."

► The South Carolina Education Association is addressing the teacher shortage problem with its "Future Teachers of America" program designed to interest middle and high school students in teaching careers. Similar efforts are under way in North Carolina, Georgia, and Texas.

► NEA is at work on the educational pipeline, making sure minority students have access to precollege education that will prepare them to

overcome the academic obstacles to college admission and graduation.

NEA continues to lobby Congress to save grant, loan, and work-study programs that enable financially disadvantaged students to go to college.

NEA is also working to increase the attractiveness of teaching as a career by seeking to improve school working conditions and teacher salaries and is moving forward to develop models that will lead to stronger teacher preparation programs.

Taken together, all of these will help address the minority teacher shortage. But no campaign can succeed without one additional and essential catalyst: teachers talking one-on-one with students about teaching as a career. And there's no better time to start than now.

—Ron Holt

THE KIDS?



The children: Of 40 million children attending public schools this year, roughly a quarter are from minority groups. In another decade, minorities will make up a third of all public school students.



HUMAN RIGHTS

In Texas and Michigan, ESP and Teachers Find Common Cause

In Farmington, Mich., a secretary or teacher assistant with eight years of service earns the same hourly pay as a first-year custodian. What's more, notes Sally Krause, president of Farmington Paraprofessionals and Office Staff, not all the disparity's in experience: "For our jobs, we're required to have more formal education than custodians."

In Clear Creek, Texas (outside Houston), clerical aides, teacher assistants, and grounds and maintenance staff receive the same hourly pay—\$3.35 an hour, the minimum wage.

In both districts, when local leaders became aware of these inequities, they knew it was time to take action through NEA's newly developed Pay Equity Program.

Title VII of the 1964 Civil Rights Act requires that job

Support staff and teachers in two school districts are joining forces to win pay equity, with a strong assist from NEA.

support. The next step was to explain the pay equity concept to ESP members and encourage them to fill out and return their surveys.

Clear Creek teachers are conducting the initial ESP awareness and education meetings, using NEA's new videotape "Fair Pay—We're Worth It!" They're also acting as resource people to help support personnel complete the survey.

The 1,200 teachers and 900 support staff employed in Clear



Farmington education staff wore "Unity" buttons to every school function, including board meetings. According to Farmington Education Association president Jim Miner, "Many teachers wore Unity buttons, especially when they had to go to the central office. It was a real irritant to the district to see the strong teacher support."

The four affiliates are sticking together in other ways as well. Since none of the candidates in last fall's school board elections supported the proposed contract for secretaries and paraprofessionals, the Farmington PAC committee (with members from all units) refused to endorse any of them. As a result of the pay equity campaign, all units are collaborating on bargaining strategies.

The four unit presidents are unanimous in their support of the project. Says Dick Hollowell, president of Farmington Custodians, Maintenance, and Cafeteria Workers, "If you never achieved what you had hoped to achieve—eliminating the disparities in wages—if you only accomplished the unity, the whole project would be worthwhile."

NEA is continuing to expand local pay equity projects through both the state Associations and regional offices. Contact your regional office or NEA Human and Civil Rights (202-822-7700) for further information.

—Melissa Etlin

NEA Human and Civil Rights



Farmington's Sally Krause and Dick Hollowell



classifications and salaries be based on job-related factors such as skill, responsibility, and working conditions, rather than on the worker's sex or race. Still, work done by women and minorities is often undervalued.

To correct such inequities when they occur in the schools, NEA Human and Civil Rights has developed the first bias-free job-evaluation system specifically designed for educational support employees. This system rests on a job survey that asks employees about their actual job responsibilities and working conditions. The NEA system gives credit for previously unrecognized skills, such as interaction with students, or undervalued skills, such as working with computers.

When the Clear Creek Education Association decided to do a pay equity study, a team made up of an ESP leader and a teacher leader met with each school board member to explain the project and enlist

Creek have always worked closely together. "Now," says CCEA president Judy Gordon, "thanks to the pay equity study, teachers are more aware than ever of the work that support staff do. Schools can't be run without everybody's contributions."

Unlike Clear Creek, Farmington has four separate bargaining units and four different Association affiliates—covering transportation workers; paraprofessionals and office staff; custodians, maintenance, and cafeteria workers; and teachers. The pay equity project marks the first time members of all four units have pulled together.

In the course of the project, Farmington school employees have learned that support staff suffer the most discrimination in pay, and that pay equity shouldn't pit employee against employee.

Throughout the year, all

WASHINGTON WATCH

Games Politicians Play

From a political perspective, education is one of those mom and apple pie issues that nobody's really *against*. Most politicians, including members of Congress, want to stay on the good side of education—and most are adept at putting a good face on a bad voting record. Listen to some of their excuses:

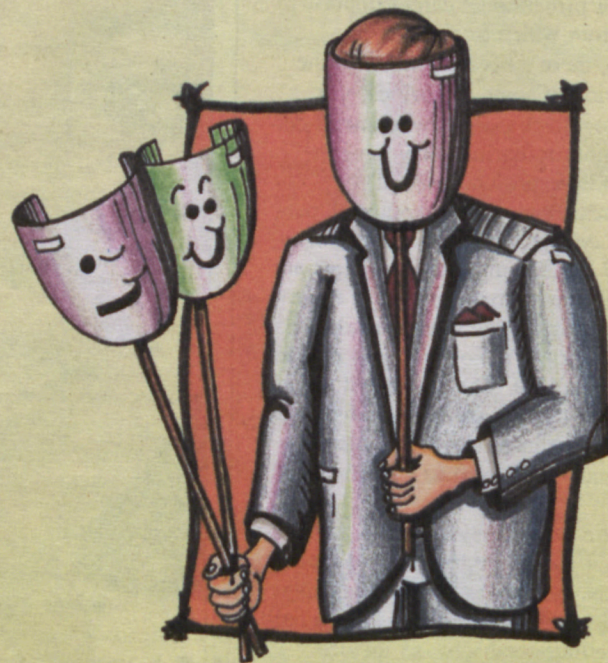
► **Right Problem, Wrong Solution.** Sure, we have a serious shortage of qualified teachers. That's why I've introduced this bill to let anyone who has a college degree teach kindergarten.

► **We're Very Concerned.** I understand your concern about the loss of federal education funding, but nothing is more important to future generations than reducing the federal budget deficit (or strengthening our national defense, or building a post office).

► **We Need More Information.** We shouldn't take action until we know all the facts, so I've put together a panel of experts from my district.

► **Let's Be Fair.** We need \$30 billion dollars in deficit reduction, so we'll take \$15 billion out of defense (from its total of almost \$300 billion) and \$15 billion out of domestic discretionary (from its total of about \$180 billion).

► **Dodge Ball.** I voted for the bill creating the program, so



you shouldn't be so upset that I voted against funding it.

► **Blame NEA.** If NEA counted only education votes, like this authorization of a commission to honor Dwight Eisenhower's third grade teacher, my voting record would look better.

► **Who's Got the Button? Part 1.** We need high standards. We need to reward excellence. We need to expand opportunity. But the federal government shouldn't intrude on state and local education decisions.

► **Who's Got the Button? Part 2.** All school districts should develop a merit pay system (or open enrollment, or the panacea of the day) or we will withdraw all federal funds.

► **Shell Game, Part 1.** Child care is important. We should leave choices about child care in the hands of the parents. That's why I support a tax credit, rather than a national child care program.

► **Shell Game, Part 2.** While I support a child care tax credit, this simply isn't the right time to pass tax changes.

► **My Mother, the Teacher.** My mother (or brother, or aunt, or cousin, or best friend) is a teacher, and so you know I'm always going to do what's best for education.

A message to education advocates who communicate with members of Congress: Remember, you can't stop them from playing games. But you can keep them honest by stating the Association's position, urging their support, asking them how they intend to vote, and holding them accountable once the vote's been cast.

—Michael Pons, NEA Government Relations

Local Look

OREGON

In a small Oregon district some 200 miles east of Portland, parents have helped bring about a contract settlement.

When the 143-member Morrow County Education Association went on strike last March, it had already held 17 months of fruitless talks with the local board. The district was offering a three-year contract with a minuscule salary increase and reduced insurance benefits. The Association wanted a 4.5 percent raise and no reduction in benefits. To explain the situation to the public—particularly parents of students—MCEA members offered to meet with small groups in their homes. At about 50 such gatherings, teachers discussed the issues.

Parents were supportive—but wanted their children back in school. Two weeks into the strike, they organized and proposed a settlement, which both sides accepted. The teachers got a three-year contract with a raise and no reduction in benefits.

"Not the best of terms," says MCEA president Maureen McElligott, "but we're back in the classroom. And, we hope, the parents will continue to be involved."

GEORGIA

Fargo Elementary School isn't shutting down—at least not just yet. The state's smallest public school (enrollment 58) will stay open at least another year, thanks to a moratorium secured by the Clinch Association of Educators (CAE), supported by the Georgia Association of Educators.

Under Georgia's Quality Basic Education law, small school districts are being encouraged to consolidate isolated schools. That's why 1988-89 was supposed to be Fargo's last year of operation. After that, its students would go to school in Homerville—for some, a 30-mile trip each way.

CAE members thought the trip would be too tiring for elementary kids, so they successfully lobbied the legislature to fund one more year of operation. After that? "We hope Fargo's economy will revive, attracting more families and more children," says CAE President Andy Preston.

WITH THE NAVAJO IN ARIZONA



At the foot of Window Rock, from left: WREA officers—secretary Jill Farkas, president-elect Lorraine Nelson, president Maggie Shorthair; WRESA officers—president Verna Marianito, treasurer Shirley Nez, and secretary Josephine Dawes.

Breakthrough in Window Rock

Phony purchase orders, FBI investigations, newspaper exposés, recall elections, and—always—the possibility of indictments.

Not the usual stimuli for local Association organizing. But in Arizona's Window Rock school district on the vast (as big as Massachusetts, Vermont and New Hampshire taken together) Navajo reservation, teacher efforts to nail down wrongdoing by district administrators have helped rejuvenate the Window Rock Education Association and create the brand-new Window Rock Education Support Association.

As WREA president Maggie Shorthair tells it, "About two years ago teachers in Window Rock noticed that we could never get what we asked for—chalk, paper, travel money."

"But we knew the money was there," adds Lorraine Nelson, WREA president-elect. "So we began checking. We found evidence that became the basis for allegations of fraud—for example, taking kickbacks on contracts—against some district administrators."

"Instead of taking us seriously, the district put us on a hit list to be fired. Some of us got threatening phone calls."

The teachers' charges gained in credibility when Brenda Norrell, a Gallup, N.Mex., reporter, began to write stories about them. (At press time, the Arizona Education Association was about to give Norrell a Presidential School Bell Award for her work.)

To build support, Lorraine Nelson and others founded a local citizen school improvement group. Its first task: recalling three school board members. WREA supported the successful recall effort. And after the November 1988 elections, WREA-supported candidates held four of the five board seats.

Still, despite investigations by the FBI and local police, there have been no indictments—though several district officials have resigned. "Educator organizations should be watchdogs," Nelson contends. "It's our job to keep the pressure on—to make sure our kids aren't cheated."

What may hit the headlines sooner than any indictments: Arizona's first ESP contract to include due process rights. "We're working on it," says Verna Marianito, president of WRESA, which hopes such an agreement will emerge from current meet-and-confer talks with the Window Rock district.

"Then the school could stay open indefinitely."

"We're pleased the school will remain open, at least for one more year."

VIRGINIA

The women and children of Portsmouth's Help and Emergency Response (HER) Shelter are getting help putting their lives in order, thanks to the Portsmouth Education

Association.

PEA "adopted" the shelter for battered and abused wives to help the growing number of homeless children in the area. Members donate food; clothing; personal care items such as soap, toothbrushes, and diapers; and household furnishings.

PEA members also tutor and counsel children while their families are working out new lives. "Tutoring keeps

the children from falling further behind in school, and counseling helps build their self-esteem," says school librarian Eunice McMillan, co-chair of PEA's public relations committee. Members even take children out on Saturdays.

The effort is part of PEA's "Help for the Homeless Project," a direct response to NEA President Mary Hatwood Futrell's challenge

to delegates at last year's Representative Assembly to help the nation's 700,000 homeless children.

MINNESOTA

After six years, countless bargaining and mediation sessions, and unprecedented state legislative action, the 64 members of the Sauk Centre Education Association finally have a contract again. The longest—and stormiest—negotiations in Minnesota Education Association history ended recently when an arbitrator ruled in SCEA's favor.

In 1983, disputes over salary, workload, child care, and fringe benefits created a bargaining impasse.

Because the school board continually rejected arbitration, state legislators passed a law last year—at MEA's urging—to help break the deadlock. Tailored specifically to the Sauk Centre situation, the law required a neutral arbitrator to select the final offer of one party or the other in its entirety. As a result, SCEA won on all counts.

The package works out to \$3,260 per teacher for the 1987-89 contract years.

MASSACHUSETTS

When negotiations got tough last year, the teachers and secretaries of the Arlington Education Association stood firm—behind the administrators. Some 35 principals, assistant principals, supervisors, and department heads—AEA members—were fighting off a stripped-down contract proposal that took away everything from evaluation to specific salaries for each position to the right to wear pins or buttons identifying with the Association.

The teachers and administrators had negotiated a single contract until the school committee managed to divide the negotiations in 1984. Now AEA members stood together. At two school board meetings last fall, some 250 secretaries, teachers, and administrators showed up.

That solidarity got results. At the end of March, the administrators accepted a three-year contract without the take-backs, and with raises of 6.6, and 5 percent. AEA's teachers and secretaries are facing their own contract talks knowing they've set a good precedent.

State Side

MIDWEST

For the past two years, the Michigan Education Association has been working with the education, business, and political communities to pass a school finance reform package.

"But every time we've gotten to the end of the legislative process," explains MEA Government Affairs Director Al Short, "we've missed by just a couple of votes."

This spring it happened again. A proposal to raise the state sales tax by two cents, reduce homeowners' property taxes by an average of one-third, and provide an additional \$500 million for schools sailed through the House but lost by two votes in the Senate.

Education supporters are picking up the pieces. They intend to present another package to the legislature soon. "Everybody says they want something to happen," says Short. "It's not over yet."

WEST

In a U.S. Supreme Court case—argued there by NEA General Counsel Robert Chanin—the Texas State Teachers Association has won a key ruling: a plaintiff in a civil rights case who wins "on any significant issue"—not necessarily the "central issue"—is entitled to have the defendant pay some of the attorney's fees.

TSTA's suit involved teachers' rights to use school communication facilities for union matters and to have access in school to union representatives from outside. The Garland district, defendant in the suit, had prohibited both.

TSTA won the first point and lost the second. Did the partial victory make TSTA a "prevailing" plaintiff? If so, federal law entitled TSTA to get at least some of its legal costs paid by the Garland district.

NEA General Counsel Chanin told the High Court that denying legal fees to the "partially victorious" could discourage plaintiffs from asserting meritorious claims "unless they were sure winners."

In a unanimous 9-0 decision, the High Court agreed, sending the case back to a lower court for determination of the exact reimbursement.

NEW JERSEY TOPS ALL STATES

Per-Pupil Spending Average Is Now \$4,509

The latest estimates from NEA Research show that the amount of money states spend per pupil varies widely, but the average is \$4,509 per student for the 1988-89 school year. At the top of the expenditure

chart is New Jersey, followed by New York, Connecticut, Alaska, and Rhode Island. One caveat: California, unlike all other states, includes absent students (with valid excuses) in its attendance figures.

CURRENT EXPENDITURES PER PUPIL

In Average Daily Attendance

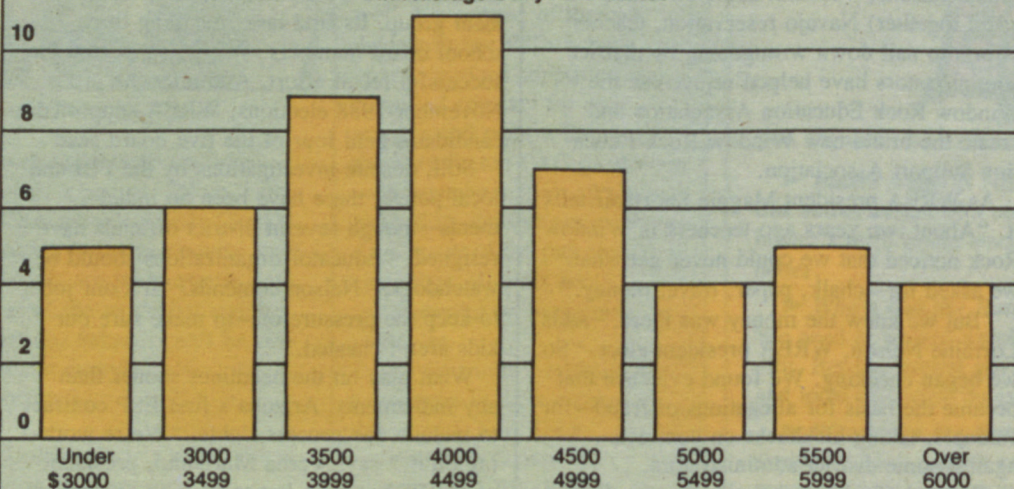
U.S. AND D.C.	\$4,509	KENTUCKY	3,655	OHIO	4,138
ALABAMA	2,915	LOUISIANA	3,352	OKLAHOMA	3,212
ALASKA	7,134	MAINE	4,845	OREGON	4,818
ARIZONA	3,904	MARYLAND	5,391	PENNSYLVANIA	5,621
ARKANSAS	2,698	MASSACHUSETTS	5,818	RHODE ISLAND	5,939
CALIFORNIA	4,075	MICHIGAN	4,576	SOUTH CAROLINA	3,465
COLORADO	4,633	MINNESOTA	4,577	SOUTH DAKOTA	3,329
CONNECTICUT	7,199	MISSISSIPPI	2,846	TENNESSEE	3,305
DELAWARE	5,506	MISSOURI	3,838	TEXAS	3,842
DIST. OF COL.	5,827	MONTANA	4,259	UTAH	2,574
FLORIDA	4,487	NEBRASKA	3,732	VERMONT	5,057
GEORGIA	4,143	NEVADA	3,974	VIRGINIA	4,744
HAWAII	4,034	NEW HAMPSHIRE	4,334	WASHINGTON	4,339
IDAHO	2,946	NEW JERSEY	7,571	WEST VIRGINIA	3,879
ILLINOIS	4,513	NEW MEXICO	4,034	WISCONSIN	5,117
INDIANA	3,858	NEW YORK	7,338	WYOMING	5,462
IOWA	4,289	NORTH CAROLINA	3,872		
KANSAS	4,404	NORTH DAKOTA	3,447		

Source: NEA Research

WHERE THE STATES FALL

Current Expenditures Per Pupil

In Average Daily Attendance



Source: NEA Research

MID-ATLANTIC

On Valentine's Day, a sea of red swept through the streets of Columbus, Ohio, headed for the Statehouse rotunda. Some 2,500 members of the Ohio Education Association, all wearing red, marched through the streets proclaiming Feb. 14 "Have a Heart for Education Day."

At least four school districts closed schools altogether so all employees could partici-

pate in the event and meet face to face with legislative leaders. At the Statehouse rotunda, OEA leaders called for new revenues for education. "We care about the quality of education in Ohio and about the colleagues who work with us," declared OEA President Marilyn Cross. "Because we care, we are here to remind the legislators of their responsibility to provide a 'thorough and efficient' education for all children in Ohio."

SOUTHEAST

Teachers in Arkansas are delighted with a new Association-backed law that gives more pay for more work.

The law became necessary after the state board of education—under the guise of education reform—arbitrarily extended the school day and year without adding more to school employees' paychecks.

AEA persuaded the legislature to award teachers more

money for working additional time.

AEA President Ed Bullington says the issue has been of utmost importance to AEA members. "We're pleased with the passage of the 'add-a-day, pay-a-day bill,'" says Bullington. "It's only fair that teachers' salaries reflect the extra time spent on the job."

NORTHEAST

On May 6, law courts in New Hampshire will close down for a day so the lawyers can do some teaching and learning. "Lawyer in Every School Day," sponsored by the New Hampshire Bar Association and endorsed by NEA-New Hampshire, started in September 1987. That month about a fourth of the state's lawyers—some 600 altogether—headed for school to observe the bicentennial of the signing of the U.S. Constitution.

Lawyers consult with the teacher they'll be working with, selecting a lesson from a booklet compiled by the Bar Association. An elementary class, for example, might discuss a disagreement between neighbors, while the class of Merrimack Valley U.S. history and law teacher Joan Blanchard once reenacted the progress of an actual case from the state courts to the U.S. Supreme Court in one class period (they reversed the Supreme Court's verdict).

PACIFIC

Four years of legal work by the 8,000-member Montana Education Association and the Underfunded Schools Coalition—made up of 68 of the state's school districts—have paid off.

Upholding an earlier decision by a district judge, the Montana Supreme Court ruled that the state's school funding system is unconstitutional: spending disparities among districts translate into a denial of equal educational opportunity. This inequity is primarily a result of the state's failure to adequately fund the base program, which has required school districts to rely more and more on the passage of local levies.

How the situation will be resolved remains an open question; but so far, the Montana senate has passed a four percent sales tax.

STUDENT HEALTH

Q. Sunburns seem to be as much a part of summer as family vacations and the Fourth of July. What can children do to keep from getting sunburned?

A. First of all, they should cover up as much as possible by wearing lightweight, light-colored clothes. They should use a sunscreen whenever they're outdoors. Then they should get only gradual exposure to the sun.

Q. Suppose they wind up with a sunburn anyway? What's the best way to relieve their discomfort?

A. A cool compress—maybe a washcloth dipped in cool water—will do a lot to help relieve the pain. Over-the-counter preparations can be helpful, too.

Q. Heat exhaustion is another summer health hazard. What exactly is it, and how would you recognize it?

A. First, we need to distinguish between heat stroke and heat exhaustion. A heat stroke is a life-threatening medical emergency. The victim has a very high body temperature, is not perspiring, and has neurological symptoms such as confusion or seizures. Fortunately, heat strokes are fairly uncommon.

Heat exhaustion is more common. It, too, can bring on a high body temperature. But a victim of heat exhaustion will still be sweating—just not as much as normal. Heat exhaustion can also cause flushed skin, nausea, and muscle cramps.

Q. How do you treat victims of heat exhaustion?

A. First of all, you should stop them from participating in the physical activity that brought on the heat exhaustion. Then you need to get them out of the heat and start replenishing the fluids they've lost.

Q. What should children know about avoiding heat exhaustion?

A. For starters, they need to get accustomed gradually to playing and exercising in the warmer weather. This is especially important for high school football players who begin training in late summer, when temperatures are still high.

Like anyone else, children who are active outdoors in hot weather should drink lots of fluids. But we now know that salt tablets—a time-honored preventive for heat exhaustion—are necessary only in extreme circumstances, for example, when doing physical labor for several hours in the hot sun. A child isn't likely to take on that kind of activity.

Q. Insect bites are another fact of summer life. What can children do to avoid them?

A. Over-the-counter insect repellents can be quite effective. The strength varies from product to product, though, so read the labels and buy the product with the highest percentage of the active ingredient. A word of caution here: insect repellents can irritate the

Providing this month's advice is Robert Hauck, M.D. Dr. Hauck is a pediatrician in general practice in Seattle, Wash. He is a fellow of the American Academy of Pediatrics (AAP) and serves as a consultant to the Academy's Committee on Communications.



allergic reactions are uncommon in children.

People who are allergic to stinging insects like bees can get special "bee-sting kits" that contain several emergency medications. They should carry these kits with them at all times.

Q. It's bike riding season. What are some safety tips students should remember?

A. First, it's very important that all children who have access to bikes be taught bike safety, either at school or at home. Little kids simply don't know the rules of the road.

Second, make sure children wear helmets whenever they ride bikes. Of course, this is easier said than done. My 11-year-old neighbor, Ben, for example, recently went on a church bike trip but refused to wear the helmet his parents had rented for him because it made him feel like a "nerd." Along the way, another biker got his pedals stuck in Ben's spokes, and Ben went over the handlebars, landing on his head.

Luckily, Ben narrowly escaped serious injury, but I think his story points out the challenge we have in getting children to wear bike helmets. The crucial thing is not availability or cost but whether other kids are wearing them. Bike helmet campaigns have been most successful in places where parents have banded together and bought them for all the kids in the school or the neighborhood. Then the helmets immediately became socially acceptable because "everyone" had them.

Q. Swimming is one of the most typical summer pastimes. What water safety tips can school employees share with students?

A. All children should be taught to swim. It's important to note, however, that knowing how to swim doesn't necessarily "drown-proof" anyone—especially a very young child. For that reason, children should never be left unattended around water, and they should be taught the following rules:

- ▶ No running around the edge of the pool.
- ▶ No pushing others under water.
- ▶ No swimming alone.
- ▶ No swimming during storms or lightning.
- ▶ No diving except when it's supervised by an adult.

Fitness Followup

Last month's Student Health column focused on student nutrition and fitness, offering advice on getting kids to eat right. Here's something else to chew on.

A new Roper poll of 2,000 people, commissioned by *USA Today Weekend*, shows that Westerners have the best eating habits: they lead the nation in the consumption of green vegetables, fresh fruits, whole grains, and pasta. The West is also the only region where people are using less salt and sugar than they used five years ago.

SAFE IN THE SUMMER SUN

eyes, so be careful not to apply them too close.

Q. What's the best way to treat an insect bite?

A. You can relieve the common symptoms of itching and swelling with cold compresses and over-the-counter anti-

histamines. Any further treatment will depend on what kind of bite it is.

Q. What about bee stings? Can't they be especially dangerous?

A. Bee stings are frightening to a lot of us because of the stories about people who die from them. Fortunately, such

IN THE CLASSROOM

Tapping the talents of others by inviting them into your classroom can refresh your teaching and add a new dimension to your students' learning.

English teacher Patrick Welsh got more than he bargained for when he invited a Shakespeare expert into his Alexandria, Va., classroom. Watching Peggy O'Brien of Washington's Folger Shakespeare Theater involve and captivate his students with a scene from *A Midsummer Night's Dream*, Welsh was impressed.

"After 18 years of teaching Shakespeare," recalls the T. C. Williams High School teacher, "I realized that I'd been doing a lot of it wrong. With methods she used with students across the country, Peggy was reaching my students, getting them to act out rather than read the plays. In the process, she taught me more about teaching than I'd learned in years."

Experts have been a valuable resource for Welsh. "One of my former students, a young actor, read sonnets and acted out scenes from *Hamlet*. That class was worth a month of lec-

tures. The kids were spellbound—they could see how he, as an actor, was interpreting the language of Shakespeare."

Other speakers have shared their talent with Welsh's students. A poet taught the students how she reads and writes poetry; a rock critic talked about the process of writing.

"One of this year's highlights," notes Welsh, "will be a political speechwriter. He'll be talking about rhetoric and seduction in the poetry of John Donne and relate that to the rhetoric and seduction found in political speeches. Fascinating!"

Experts in the classroom are nothing new, but Welsh and other NEA members are discovering that a skilled "resource person" can do more than break the routine for students and teacher. As they bring their insight and understanding to the teaching of their specialties, experts are showing teachers that sometimes the simple methods work best.

Palmyra (Pa.) High School English teachers Jim Woland and Aura Hill have discovered that even celebrities are willing to share their craft. Woland and Hill are creators of Palmyra's "Authors and Artists Series," a seven-year-old program in which well-known writers, musicians, performers, and visual artists conduct intensive

one-day workshops at the school.

Initially planning simply to bring in famous writers, Woland and Hill recently expanded the program to include musical performers. Jazz musicians Herbie Mann and Billy Taylor, as well as political comedian/musician Mark Russell, have met with Palmyra students.

"On March 17, Herbie Mann conducted a flute clinic for our students," marvels Woland. "Here's a top jazz musician who's willing to come out to Pennsylvania and share his talent."

In the literary field, Palmyra High has been treated to authors Stephen King, Paula Danziger, and James Kirkwood. Next year, Woland says, playwright William Luce will be on hand—and not just to lecture. Luce will direct Woland's students and the Touchstone Theater Company in a production of *The Last Flapper*, his play based on the life of Zelda Fitzgerald.

Cultural fields can offer some big names, but other kinds of experts can make just as great a difference. In Oklahoma, Tulsa Association member John Moore has developed a special teacher-expert relationship with Bud Upton, a pilot, airline technician, and expert on airplane fabrication. In his aviation technology classes at Tulsa Vo-Tech High School, Moore is relying on Upton to guide his students in the restoration

Experts Learn



Bernardsville, N.J., elementary teacher Beverly Webb first learned about orienteering from an outside expert. Since then, she's become so skilled in the subject, she teaches a minicourse as part of the school's enrichment program.

IN THE CLASSROOM

of a 1964 Piper Colt and reconstruction of a Bauer's Flybaby. Says Moore: "I look to Bud to validate in practical terms what we've been doing in class."

Moore and Upton met when Moore was designing curriculum for aviation technology classes. Upton, a legend in Tulsa, owns B & B Aviation, a major supplier of aircraft parts. When Moore reentered the classroom, he asked Upton to spend time with his class.

"Bud shows my kids how to thermal-form fabric around the curved frame of an aircraft. It's a skill that's not used in modern aircraft building," notes Moore, "but it teaches these kids the value of craftsmanship."

"As a teacher of aviation technology, I rely on Bud's expertise and keen eye for detail," Moore continues. "We want these aircraft to fly, and who better than Bud can show us how to make that happen."

In Bernardsville, N.J., Bedwell Elementary school teachers Loretta Lane and Beverly Webb prove that experts can be found not only in your own backyard but in your students' homes.

The two teachers have designed successful science minicourses for interested students, some taught by professional scientists who are also Bernardsville parents.

"One of our parents is a laser research specialist with Rutgers University," said Lane, the math/science coordinator. "He had the students working with small lasers. Then he brought the kids to the laser laboratory to examine the larger lasers. He was even tougher on our kids than we were."

Lane and Webb, the gifted/enrichment teacher, have designed over 40 minicourses for Bedwell students. "Students fill out a survey at the end of the school year, indicating what they'd most like to learn," says Webb. "Once we've chosen the minicourses, we start looking for experts. One mother taught a fine course on the rocks and minerals of New Jersey."

Both Lane and Webb say the minicourses have become popular with students, parents, and other teachers. "We've found that bringing in these experts has given the kids a wealth of knowledge," says Webb. "And it also offers teachers a valuable learning experience."

Webb speaks from experience. When she first created a minicourse in orienteering, she brought in an expert from the nearby environmental center. An orienteering enthusiast herself, Webb has now gained enough confidence to be her own expert in teaching the minicourse.

As more and more teachers tap the rich resources outside the classroom, the lessons take

Tapping Expertise

As these teachers point out, finding and mobilizing experts is easy, and it can bring rich rewards. Here are a few of their suggestions:

- Keep your ears open. Whether you're talking to a parent or to someone at a conference or at the local university, you may hear about (or be looking at) your next classroom expert.
- Never be afraid to ask: you might be pleasantly surprised at the response. Experts often

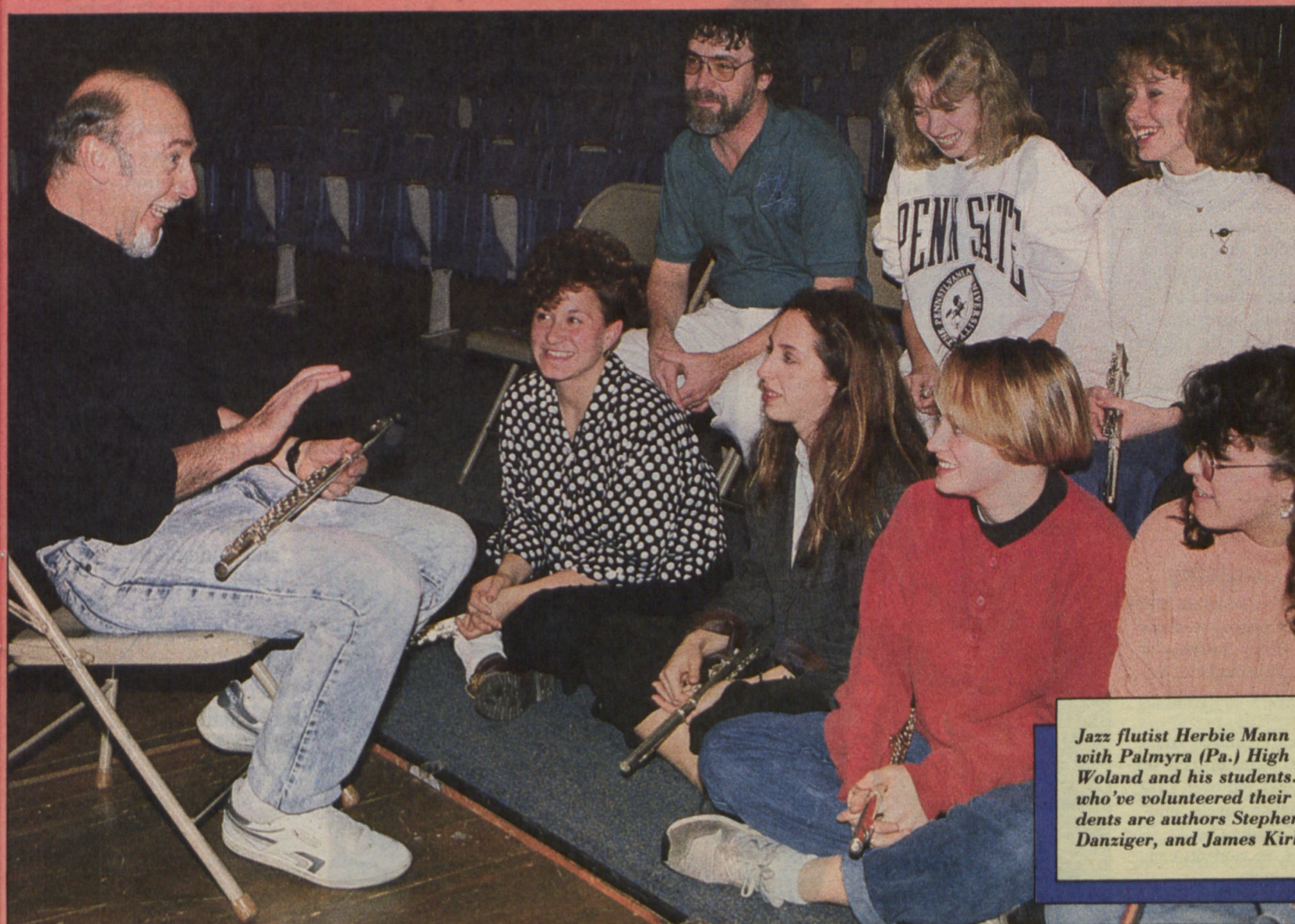
find interest in their specialty flatter and are more than happy to teach a class.

- Narrow your search by contacting professional organizations. They can help you find local sources.
- Watch the expert's technique. Some experts are using proven methods to create memorable learning experiences.
- Watch your students' response. Their reactions are your best barometer of how well you—or your guests—are communicating. —A.M.

on a new dimension for teacher as well as student. Having experts describe and demonstrate their crafts, say many teachers, has given them innovative approaches and fresh material as well as a change in classroom routine.

—Anita Merina

From Experts



Jazz flutist Herbie Mann shares his craft with Palmyra (Pa.) High School's Jim Woland and his students. Other experts who've volunteered their insights to students are authors Stephen King, Paula Danziger, and James Kirkwood.

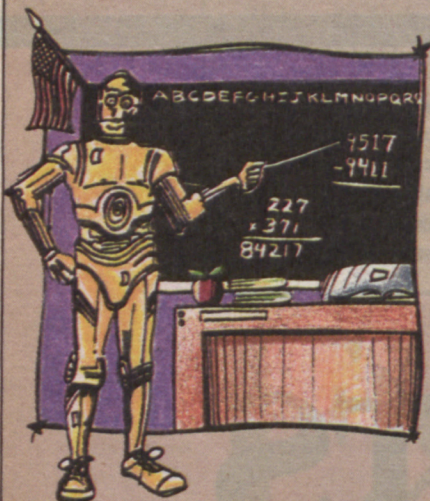
RESOURCES

Idea Exchange

Creature Features
As Teachers

From *ewok* to *jawa*, *klingson* to *space invader*, your students' favorite alien characters can help in the classroom, says Charlotte Knighton, a teacher at Pierce Middle School in West Chester, Pa.

Knighton uses science fiction films to teach science as part of a year-long project designed by Temple University physicist Leroy Dubeck, a consultant to NEA, and by Suzanne E. Moshier, a biologist at the University of Nebraska at Omaha.



Science teachers have found that the films help motivate students at all ability levels to learn, says Knighton.

The materials Knighton and other project teachers use are contained in *Science in Cinema: Teaching Science Fact Through Science Fiction Films*, by Leroy W. Dubeck, Suzanne E. Moshier, and Judith E. Boss, Teachers College Press of Columbia University (1988).

Cardboard Construction

North Dakota high school physical education teacher Vernon Reinhiller says boxes can be better than building blocks. To prove his point, Reinhiller spent evenings driving around Bowman, N.Dak., collecting boxes from various business offices for the students of Bowman's elementary schools.

Students build "box" walls, tunnels, houses, even businesses, as part of this physical education exercise. Reinhiller says the cardboard construction has become a popular project—girls as well as boys love to participate, and the supply of materials is endless.

Learning by Listening

Thanks to an innovative program initiated by English/U.S. history teachers Sharon Briggs and Ginny Sorrell, "at-risk" students in Lake Braddock, Va., have discovered a key to learning: books on tape.

Briggs and Sorrell organized volunteers to tape all 700 pages of their seventh-grade history text and over 1,000 pages of classic English novels, plus several recreational reading books. The tapes are duplicated, so students can check them out overnight.

"We're seeing results," says Briggs. "Students who aren't fluent readers are keeping up with assignment content, and their reading comprehension and skills are improving."

"Finally, their self-image is improving because their grades have started to go up, and they don't consider themselves 'dummies' anymore."

Mysterious Conqueror
Of Class Calculation

Who's the master of multiplication, the devastator of division, the annihilator

of addition? "The Math Marvel, that's who!" say enthusiastic students from Battle Grove Elementary School in Baltimore County, Md.

This mysterious academic superhero leaves his footprints in school halls, sends words of encouragement over the p.a. system, and personally answers letters as part of the Math Marvel Program, designed by Association members to motivate students to master math concepts.

Students showing improvement are continually rewarded with Math Marvel buttons and certificates. And students of all achievement levels are treated to



an all-school Math Marvel assembly where students and teachers dress in Math Marvel costumes and the masked Marvel appears in person to pay tribute to students' progress.

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RESOURCES

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POLITICS

1988 Election Results Poster. National Journal and Election Data Services, Inc. Uses maps to display 1988 presidential election results by county and state (electoral vote) as well as results of U.S. Congressional races and

control of state legislatures. 44" x 34". \$10 (additional copies, \$7.50 each). *National Journal*, 1730 M St., N.W., Washington, DC 20036 (1-800-424-2921).

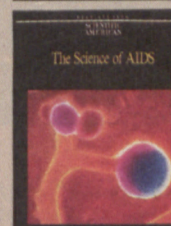
SCIENCE

Mineral Resource Documentaries. Bureau of Mines, U.S. Department of the Interior. A catalog of award-winning films and videos—available free to schools on a short-term free loan basis—about silver, gold, copper, and other minerals. 26 pp. Free. Audio-

visual Library, U.S. Bureau of Mines, Cochran Mill Rd., P.O. Box 18070, Pittsburgh, PA 15236.

Science Books & Films. (March/April 1989.) American Association for the Advancement of Science. Issue includes 32-page special section, "High School Science Textbook Update," which evaluates 19 new and currently used high school biology, chemistry, and physics textbooks, and indexes textbook reviews from earlier issues. Entire issue, \$7 plus \$1.50 p&h. AAAS Marketing, 1333 H St., N.W., Washington, DC 20005.

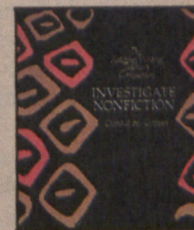
HEALTH/SCIENCE



The Science of AIDS: Readings from Scientific American. Ten articles from the October 1988 issue of *Scientific American* Magazine, including

the first collaborative effort of American scientist Robert Gallo and French scientist Luc Montagnier, discoverers of the human immunodeficiency virus (HIV). 135 pp. \$9.95. From booksellers or by mail (add \$1.95 p&h) from W. H. Freeman and Co., 4419 West 1980 South, Salt Lake City, UT 84104. (Residents of CA, MD, NY, UT, add sales tax.)

WRITING



Experiment with Fiction and Investigate Nonfiction. Donald H. Graves. Books describe "actions," exercises in writing that teachers can try out for themselves, then with their students. 74 pp. and 112 pp. \$7.50 each plus \$2.50 p&h per order. Heinemann Educational Books, 70 Court St., Portsmouth, NH 03801.

CHILD DEVELOPMENT

Your Child's Growing Mind: A Guide to Learning and Brain Development from Birth to Adolescence. Jane M. Healy. Provides



parents and teachers with research-based ways to encourage individual children's intellectual development. 364 pp. \$8.95. From booksellers or by telephone order (add \$2 p&h) from Doubleday, 1-800-223-6834, ext. 9479.

Measuring Thinking Skills in the Classroom. Richard J. Stiggins and others. Investigates five fundamental thinking skills—recall, analysis, comparison, inference, and evaluation—and shows how teachers can assess their students' ability to use them. Revised ed. 32 pp. \$8.95. Stock no. 0211-3-20-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

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Goodbye to the prison look.

Style is making a comeback in our nation's schools.

In many communities, years of declining enrollments and deferred maintenance are over. These are years of baby boomlets—and building booms.

"When we had decreasing enrollments, people weren't interested in talking about building new schools. They were more interested in what to do with the old ones," says Bill Brubaker, an expert on school design and vice chair of Perkins & Will, a Chicago-based architectural firm.

Now, Brubaker says, "there's a pent-up demand" for new and different schools designed to meet changing educational and community needs. Here are a few components of school design that are already changing.

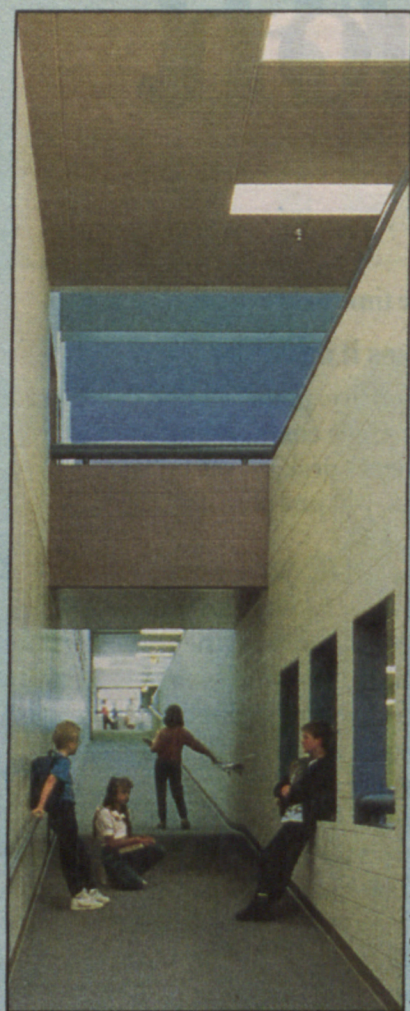
► **Facades.** In the '50s, schools were put up fast and cheap, and architects "copied each other like crazy," Brubaker says. In the future, he predicts, schools will have a more individual, neighborhood look—one that uses local materials, suits local energy needs, and instills pride in local heritage.

"It's ridiculous to have the same kind of design popping up everywhere," Brubaker says. "We need to take into account the local geography, climate, materials, customs, and traditions."

Brubaker's Capital High School (pictured at right) certainly looks like a "Santa Fe kind of building" right down to its adobe walls, while Columbine Elementary (pictured below right)—designed by Lamar Kelsey of LKA Partners—has a definite Rocky Mountains' character. Every window in that Woodland Park, Colo., school looks out into the forest, Kelsey says, turning the second-floor classrooms into "virtual treehouses."

► **Technology.** Keeping up with the technological revolution has been a challenge for school designers. At Oxbow Creek Elementary in Champlin, Minn. (just a few miles outside the Twin Cities), architects worked with teachers and Apple Computer representatives to take full advantage of cut-

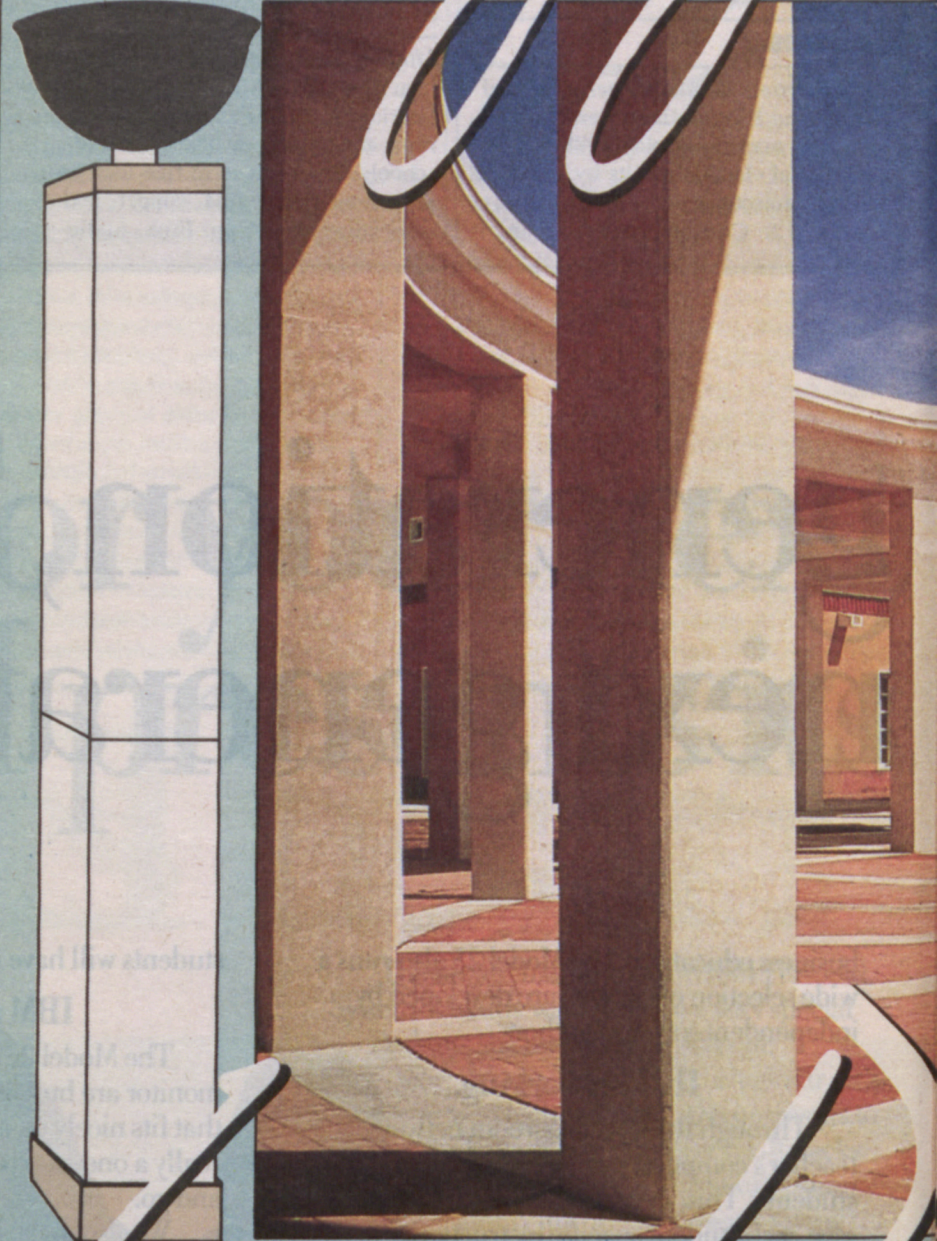
Santa Fe's Capital High School (top center) opened this year. Below left, Capital's library with wood-paneled ceiling. Its teachers are NEA-Santa Fe members. Columbine Elementary School, near Colorado Springs (right and below center), recently won the prestigious Shirley Cooper Award for school architecture. Its teachers are Woodland Park Education Association members.



James H. Berchert



Greg Murphy



erent



Greg Murphy

esign



James H. Berchert

Hello to a new era of school design.

ting edge technological know-how.

The school's four main hallways lead to a centrally located media center, complete with computer labs and video production studios. Students produce weekly news shows and broadcast them, via interactive TV, to television sets in every classroom. Each teacher has a classroom computer and can use it to communicate with other teachers throughout the building.

► **Flexibility.** Teachers know—and architects are learning—that education is constantly changing. "There are going to be new groupings, new concepts, team teaching ideas, more programs where students go at their own pace, more computers, and more media centers," predicts architect Bill Brubaker.

"Who knows?" he adds, somewhat doubtfully, "maybe even open classrooms will come back sooner or later."

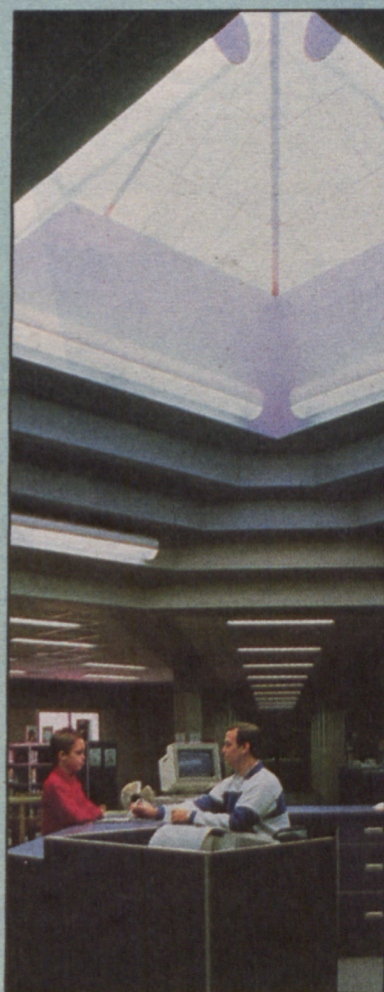
"Whatever happens, we ought to be prepared," Brubaker continues. "We ought to learn something from the modern office building. No one knows who'll be working in each office next, so new tenants divide the space themselves, puts up their own partitions, and bring their own furniture. It's beautifully flexible."

Oxbow Creek Elementary School, for example, was built to accommodate what one teacher calls "a big bubble" in the 4-to-9-year-old population. As the students get older, the school can be gradually converted to a middle school.

Columbine Elementary School, too, was designed to allow changes in classroom size and shape. Partitions that divide classrooms are easily movable, allowing for more subdivisions or larger open spaces.

"I'm a great believer in flexibility," says Columbine's architect, Lamar Kelsey. "Society is dynamic, and good schools have to be equally dynamic. No matter how good a school is, the next good school is bound to be different." After 37 years in the school design business, Kelsey says, "The only constant is change."

—Stefanie Weiss



Ralph Berlovitz Studio

Oxbow Creek Elementary School opened in fall '87 just outside Minneapolis. Its teachers—members of the Anoka-Hennepin Education Association—had input into its design and are pleased with the final product. Interior colors are teal blue and salmon, which some researchers say are conducive to learning. Left, natural light enters the media center through one of many skylights.



A teacher guides students in Oxbow Creek's computer lab. Designers arranged computers in circles of six, leaving room for a teacher to walk around.

Ralph Berlovitz Studio

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HOMEROOM: Mrs. Jones

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French	<u>C+</u>
Phys. Ed.	<u>A</u>
English	<u>C+</u>
West. Civ.	<u>B</u>

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PROPOSED AMENDMENTS

PROPOSED AMENDMENTS TO THE NEA STANDING RULES, CONSTITUTION, AND BYLAWS

May 1989

This issue of *Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws* contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

The Representative Assembly will vote on amendments to the Standing Rules by voice vote at the first business meeting, July 2, 1989. Standing Rule Amendments, if adopted, are effective immediately unless otherwise specified.

The Assembly will vote on amendments to the

Constitution and Bylaws by secret ballot from 8:30 a.m. to 12 noon, July 4, 1989. Amendments will be discussed prior to voting. Amendments to the Constitution and Bylaws become effective on September 1, following their adoption unless otherwise specified.

Further information on proposed amendments may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (telephone 202-822-7195).

In the following texts, deletions are in brackets and additions are underscored.

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PROPOSED AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT 1

(Requires a majority vote)

Title: TO PROVIDE THAT DELEGATES MAY LEAVE THE REPRESENTATIVE ASSEMBLY DURING A ROLL CALL VOTE BUT MAY NOT ENTER OR REENTER THE HALL UNTIL THE VOTE IS COMPLETED.

Rule 6. Order of Business and Debate

I. A roll call vote (the counting of delegates by state delegations) shall be taken only after approval, by a standing vote, of one-third (1/3) of the delegates present. The doors shall be closed while a count is being taken. Delegates shall be allowed to leave the Representative Assembly during a roll call vote but shall not be allowed to enter or reenter the hall until the vote is complete.

Supervision and counting of roll call votes shall be in the charge of the Committee on Constitution, Bylaws, and Rules.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

Contact person: Peter Erskine, Pennsylvania

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT A DELE-

GATE REQUESTING A DIVISION OF THE HOUSE (i.e., A STANDING VOTE) SHALL SELF-IDENTIFY.

Rule 6. Order of Business and Debate (New section I)

I. In order to have a request for division honored, a delegate must clearly identify himself/herself in some way.

(Reletter subsequent sections)
Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

Contact person: Joann Russell, California

STANDING RULE AMENDMENT 3

(Requires a majority vote)

Title: TO PROVIDE THAT RESOLUTIONS, NEW BUSINESS, AND THE LEGISLATIVE PROGRAM SHALL ADDRESS ISSUES RELATED TO HUMAN AND CIVIL RIGHTS OR OF A GENERAL POLITICAL NATURE ONLY WHEN SUCH ISSUES IMPACT DIRECTLY ON EDUCATIONAL EMPLOYEES AND STUDENTS.

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Issues related to human and civil rights or of a general political nature shall be addressed only when they impact directly on educational employees and students.

(No change in remainder of Section K)

L. Any new business item relating to federal legislation for the consideration of the Representative Assembly shall be treated as an amendment to the Legislative Program and shall be marked in the order received as Legislative Amendment 1, 2, and so forth. Legislative amendments shall be considered as amendments to the main motion on the Legislative Program and shall be discussed at the time that the Representative Assembly acts on the Legislative Program.

Issues related to human and civil rights or of a general political nature shall be addressed only when they impact directly on educational employees and students.

(No change in remainder of Section L)

Rule 8. Definition of Resolutions, Committee, and Procedure

A. Definition of Resolutions. Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

Issues related to human and civil rights or of a general political nature shall be addressed only when they impact directly on educational employees and students.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least

25 delegates)

Contact person: Carol J. Marshall, California

STANDING RULE AMENDMENT 4

(Requires a majority vote)

Title: TO ELIMINATE THE PROVISION THAT DISCUSSION OF NEW BUSINESS SHALL BE THE FIRST BUSINESS ITEM AT THE THIRD BUSINESS MEETING AND TO PROVIDE THAT DISCUSSION OF NEW BUSINESS SHALL FOLLOW VOTING AT THE THIRD AND FIFTH BUSINESS MEETINGS.

Rule 6. Order of Business and Debate

K. (No change in first four paragraphs)

Items of new business submitted in accordance with this section shall be the first business item at the second [, third,] and fourth business meetings of the Representative Assembly, and these new business items shall be considered for at least one (1) hour. New business items shall follow voting at the third and fifth business meetings.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

Contact person: Marcia Weber, New Jersey

STANDING RULE AMENDMENT 5

(Requires a majority vote)

Title: TO PROVIDE THAT THE REP-

PROPOSED AMENDMENTS

REPRESENTATIVE ASSEMBLY SHALL NOT VOTE ON NEW BUSINESS, RESOLUTIONS, OR THE LEGISLATIVE PROGRAM DURING THE TIMES DESIGNATED FOR VOTING ON OFFICERS AND AMENDMENTS.

Rule 6. Order of Business and Debate

V. Voting on the floor of the Representative Assembly shall not take place on new business items, resolutions, and the Legislative Program during the time that delegates are expected and/or permitted to be absent from the floor for purposes of voting on NEA elections and governance documents by secret ballot.

Submitted in accordance with Standing Rule 9.B.1.b (by a state delegation)
Contact person: Ed Foglia, California

STANDING RULE AMENDMENT 6

(Requires a majority vote)

Title: TO PROVIDE THAT THE VOTE ON A MOTION TO REFER SHALL BE IN ORDER ONLY AFTER THE MAKER OF THE ORIGINAL MOTION HAS HAD AN OPPORTUNITY TO SPEAK TO THE REFERRAL.

Rule 6. Order of Business and Debate

V. The vote on a motion to refer shall be in order only after the maker of the original motion has been given the opportunity to speak to the referral.

Submitted in accordance with Standing Rule 9.B.1.b (by a state delegation)
Contact person: Lee Ann Prielipp, Washington

STANDING RULE AMENDMENT 6A

(Requires a majority vote)

Title: TO PROVIDE THAT, UPON COMPLETION OF ACTION ON ALL NEW BUSINESS ITEMS, A MOTION TO RECONSIDER ALL NEW BUSINESS ITEMS SHALL BE IN ORDER ONLY AFTER MOTIONS TO RECONSIDER INDIVIDUAL ITEMS HAVE BEEN TAKEN.

Rule 6. Order of Business and Debate

V. Upon completion of action on all new business items, the motion to reconsider all new business items shall only be in order immediately after motions to reconsider individual items have been addressed.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)
Contact person: Joe Heefner, Pennsylvania

STANDING RULE AMENDMENT 7

(Requires a majority vote)

Title: TO PROVIDE THAT AMEND-

MENTS TO EXISTING RESOLUTIONS SHALL BE TREATED THE SAME AS NEW RESOLUTIONS BY REQUIRING THAT, FOR CONSIDERATION BY THE RESOLUTIONS COMMITTEE AT ITS WINTER MEETING, SUCH AMENDMENTS SHALL BE POST-MARKED NOT LATER THAN FEBRUARY 15 AND, FOR SUBMISSION FROM THE FLOOR OF THE REPRESENTATIVE ASSEMBLY, SUCH AMENDMENTS SHALL HAVE A MAJORITY VOTE TO BE PLACED ON THE AGENDA AND A TWO-THIRDS (2/3) VOTE TO PASS.

Rule 8. Definition of Resolutions, Committee, and Procedure

F. Procedures for Submitting Resolutions.

New [R]esolutions or amendments to existing resolutions from delegates or members designated for consideration by the Resolutions Committee at its winter meeting shall be submitted to the Executive Director or the chairperson of the Resolutions Committee or the members of the Resolutions Committee from their states post-marked not later than February 15.

The committee shall hold at least one (1) open hearing on proposed resolutions at a time and place to be announced in the printed program. The Resolutions Committee shall meet on a day prior to the open hearing and shall meet following the open hearing to consider any changes (additions, deletions, and/or amendments) it may wish to make in its report to the Representative Assembly.

The Resolutions Committee shall recommend a body of resolutions in its annual report to the Representative Assembly. These resolutions shall be presented for vote en masse.

All new resolutions and amendments to existing resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass. . . .

(No change in remainder of rule)

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

Contact person: Philip Rumore, New York

STANDING RULE AMENDMENT 8

(Requires a majority vote)

Title: TO PROVIDE THAT CONSIDERATION OF THE RESOLUTIONS REPORT SHALL BEGIN WITH SECTION A AND PROCEED IN THE NORMAL SEQUENCE IN EVEN NUMBERED YEARS AND SHALL BEGIN WITH SECTION J AND MOVE IN REVERSE ORDER IN ODD NUMBERED YEARS.

Rule 8. Definition of Resolutions, Committee, and Procedure

F. Procedures for Submitting Resolutions. . . .

(No change in first five paragraphs)

At the request of any delegate, a proposed resolution shall be separate-

ly considered for the purpose of discussion or amendment. In even numbered years discussion of items held for debate will begin with section A and proceed through section J. In odd numbered years discussion will begin with section J and proceed in reverse order through section A. Following consideration of such designated resolutions, the Representative Assembly shall vote en masse upon the resolutions as amended.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

Contact person: Ed Amundson, California

STANDING RULE AMENDMENT 9

(Requires a majority vote)

Title: TO PROVIDE THAT, EFFECTIVE WITH THE 1989 REPRESENTATIVE ASSEMBLY, CONSIDERATION OF THE RESOLUTIONS REPORT SHALL BEGIN WITH THE GOAL AREA SEQUENTIALLY FOLLOWING THE LAST RESOLUTION DEBATED AT THE PRECEDING REPRESENTATIVE ASSEMBLY.

Rule 8. Definition of Resolutions, Committee, and Procedure

F. Procedures for Submitting Resolutions. . . .

(No change in first six paragraphs)

For the 1989 Representative Assembly and henceforth, the consideration of the NEA resolutions shall commence with the goal area sequentially following the final resolution debated at the preceding Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

Contact person: Nancy J. Wygant, California

STANDING RULE AMENDMENT 10

(Requires a majority vote)

Title: TO EXTEND THE SMOKING PROHIBITION IN THE REPRESENTATIVE ASSEMBLY TO ANY AREA OR LINE WHERE DELEGATES ARE REQUIRED TO BE PRESENT.

Rule 12. Prohibitions

A. There shall be no smoking in the Representative Assembly or in any area or line where delegates are required to be in order to carry out their responsibilities.

Submitted in accordance with Standing Rule 9.B.1.b (by a state delegation)

Contact person: Al Fox, California

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE PRESI-

DENT OF A STATE AFFILIATE ELECTED BY AN ALL-MEMBER BALLOT SHALL BE AN EX-OFFICIO DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY WITH FULL VOTING RIGHTS AND THAT THE STATE PRESIDENT ELECTED BY THE STATE REPRESENTATIVE BODY SHALL BE AN EX-OFFICIO DELEGATE FOR ALL PURPOSES EXCEPT NOMINATING AND VOTING FOR ASSOCIATION OFFICERS.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to the Board of Directors or to the presidency of a state affiliate by the Active NEA members within the state shall constitute election to the Representative Assembly for all purposes.

Election to the Board of Directors or to the presidency of a state affiliate by the Active NEA members elected to serve as delegates to the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to executive office or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Submitted in accordance with the Constitution, Article IX, Section 1.c (by two state delegations)

Contact person: Marilyn Monahan, New Hampshire

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE REQUIREMENT THAT ALL ASSOCIATION COMMITTEES SHALL BE COMPRISED OF AT LEAST SEVENTY-FIVE (75) PERCENT CLASSROOM TEACHERS SHALL NOT APPLY TO THE STANDING COMMITTEE ON EDUCATIONAL SUPPORT PERSONNEL AND THE ADVISORY COMMITTEE OF STUDENT MEMBERS.

Article III. Representative Assembly

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term *committee*. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees except the Standing Committee on Educational Support Personnel and the Advisory Committee of Student Members shall comprise at least seventy-five (75) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Dave Byers, Florida

PROPOSED AMENDMENTS

AMENDMENT 3

(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE BOARD OF DIRECTORS SHALL INCLUDE AT LEAST THREE (3) ADMINISTRATORS.

Article V. Board of Directors

Section 1. Composition.

d. Administrators shall be represented on the Board in proportion to their membership in the Association, provided that in no case shall there be less than three administrator members on the Board. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates to the Representative Assembly who are administrators.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Katie Harris, Tennessee

PROPOSED AMENDMENTS TO THE NEA BYLAWS

AMENDMENT 4

(Requires a majority vote)

Title: TO CHANGE THE BASIS FOR COMPUTING THE DUES OF SUPERVISORS AND ADMINISTRATORS ENGAGED IN PROFESSIONAL EDUCATIONAL EMPLOYMENT FROM THE NATIONAL AVERAGE ANNUAL SALARY OF CLASSROOM TEACHERS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS TO THE NATIONAL AVERAGE ANNUAL SALARY OF SUPERVISORS AND ADMINISTRATORS IN PROFESSIONAL POSITIONS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS; TO CHANGE THE BASIS FOR COMPUTING THE DUES OF SUPERVISORS AND ADMINISTRATORS EMPLOYED IN EDUCATIONAL SUPPORT POSITIONS FROM THE NATIONAL AVERAGE ANNUAL SALARY OF SCHOOL EMPLOYEES IN EDUCATIONAL SUPPORT POSITIONS TO THE NATIONAL AVERAGE ANNUAL SALARY OF SUPERVISORS AND ADMINISTRATORS IN EDUCATIONAL SUPPORT POSITIONS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS; AND TO PROVIDE THAT SUPERVISORS AND ADMINISTRATORS EMPLOYED IN EDUCATIONAL SUPPORT POSITIONS SHALL PAY NO LESS THAN ONE-HALF (1/2) THE DUES OF SUPERVISORS AND ADMINISTRATORS ENGAGED IN PROFESSIONAL EDUCATIONAL EMPLOYMENT.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational

employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors except that the dues of such members in category 2 (as defined in Bylaw 12-1.e) shall be .00225 times the national average annual salary of supervisors and administrators in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of supervisors and administrators in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.

The dues of an Active member who has left professional educational employment to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member engaged in or on a limited leave of absence from professional educational employment.

Dues of Active members who are employed in or on limited leave of absence from educational support positions shall be determined in the same manner as the dues of Active members engaged in professional educational employment except that the national average annual salary of school employees in educational support positions shall be used in the formula and the dues shall in no event be less than one-half (1/2) the dues of Active members engaged in professional educational employment, provided that the dues of Active members employed in educational support positions in category 2 (as defined in Bylaw 12-1.e) shall be based on the national average annual salary of supervisors and administrators employed in educational support positions and further provided that the dues of such members shall in no event be less than one-half (1/2) the dues of Active members engaged in professional educational employment in category 2 (as defined in Bylaw 12-1.e). The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members engaged in professional educational employment.

The dues of an Active member who has left an educational support position to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member employed in or on a limited leave of absence from an educational support position...

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Joyce Kylo, Oregon

AMENDMENT 4A

(Requires a majority vote)

Title: TO INCREASE THE DUES OF ACTIVE MEMBERS BY ADDITION OF AN AMOUNT EQUAL TO .00016 OF THE NATIONAL AVERAGE ANNUAL SALARY OF CLASSROOM TEACHERS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS (ROUNDED TO THE NEAREST DOLLAR) FOR ALLOCATION TO THE NATIONAL PUBLIC RELATIONS MEDIA PROGRAM.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors, plus .00016 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to the National Public Relations Media Program according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.

The dues of an Active member who has left professional educational employment to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member engaged in or on a limited leave of absence from professional educational employment.

Dues of Active members who are employed in or on limited leave of absence from educational support positions shall be determined in the same manner as the dues of Active members engaged in professional educational employment except that the national average annual salary of school employees in educational support positions shall be used in the formula and the dues shall in no event be less than one-half (1/2) the dues of Active members engaged in professional educational employment. The portions of said dues allocated to UniServ grants and to the National Public Relations Media Program shall be equal in amount to [that] the portions allocated on behalf of Active members engaged in professional educational employment.

The dues of an Active member who has left an educational support position to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member employed in or on a limited leave of absence from an educational support position...

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact person: Paul M. Picard, Connecticut

AMENDMENT 5

(Requires a majority vote)

Title: TO PROVIDE THAT THE MEMBERSHIP FEE FOR A PERSON ELIGIBLE FOR ACTIVE MEMBERSHIP WHO IS REGULARLY EMPLOYED MORE THAN FIFTY (50) PERCENT BUT NOT MORE THAN SEVENTY-FIVE (75) PERCENT OF THE NORMAL SCHEDULE FOR A FULL-TIME EMPLOYEE AND WHO IS NOT ELIGIBLE FOR MEMBERSHIP AS A FULL-TIME EMPLOYEE THROUGH ANOTHER LOCAL ASSOCIATION SHALL BE THREE-QUARTERS (3/4) OF THE ACTIVE MEMBERSHIP DUES AS APPROPRIATE.

Bylaw 2. Membership

2-7. Membership Dues.

e. The membership fee for persons eligible for Active membership who are regularly employed more than fifty (50) percent but not more than seventy-five (75) percent of the normal schedule for a full-time employee and who are not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be three-quarters (3/4) of the Active membership dues, as appropriate.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Gaye Pesout, Utah

AMENDMENT 5A

(Requires a majority vote)

Title: TO DELETE THE RESTRICTION THAT ONLY LOCAL AFFILIATES ENTITLED TO FEWER THAN TEN (10) DELEGATES MAY CLUSTER FOR CATEGORY 2 DELEGATE REPRESENTATION IN THE NEA REPRESENTATIVE ASSEMBLY.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

j. Allocation for category 2 delegates in local units which have all-inclusive membership shall allow for clustering with category 2 members from other local units. [Clustering shall be permitted only when allocation of local unit category 2 delegates includes fewer than ten (10) delegates.] In such local units, category 2 members shall not be counted in the allocation for category 1 delegates. Delegates for clustered category 2 members shall be based on the ratio of 1:150. This section shall apply only in those states where the state affiliate has determined that it shall be applicable.

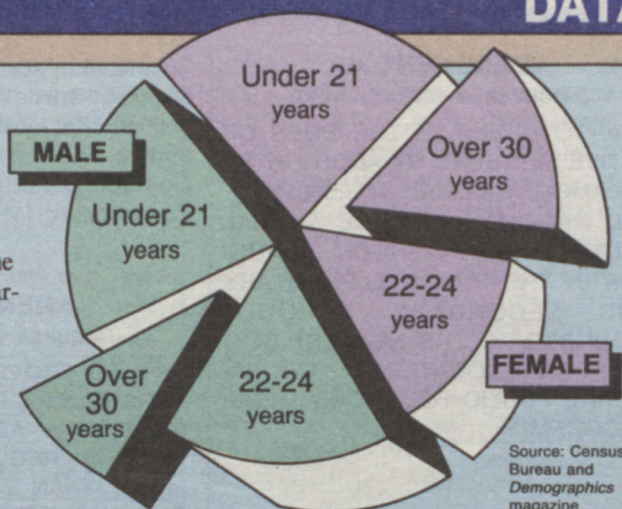
Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Cecil S. Banks, North Carolina

DATA BANK

COLLEGIANS

They're not just kids anymore. Of the more than 12 million college students in the U.S., nearly one quarter are over 30 years old. About 32 percent are between 22 and 24, and 44 percent are 21 or under.



KIDS BY THE NUMBERS

Most families with children have only one or two kids, but over six million families have three or more children under 18 living at home.

Families, in millions, by number of children under age 18 in the home, 1988.

Source: Census Bureau and Demographics magazine



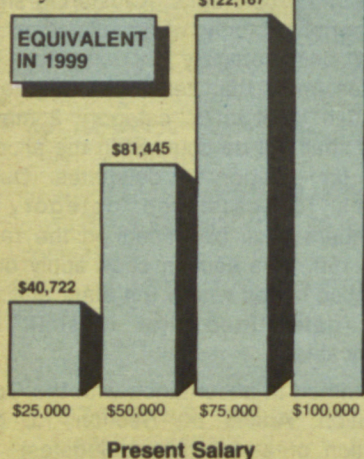
1988'S TOP 10 TOYS

- 1 Nintendo Entertainment System (Nintendo of America)
- 2 Barbie doll (Mattel)
- 3 Micro Machines (Lewie Galoob)
- 4 Pictionary (The Games Gang)
- 5 Real Ghostbusters (Kenner)
- 6 Little Miss Make-up (Mattel)
- 7 The Teenage Mutant Ninja Turtles (Playmates)
- 8 G.I. Joe (Hasbro)
- 9 Dolly Surprise (Playskool)
- 10 Win, Lose or Draw Game (Milton Bradley)

Source: Toy and Hobby World magazine.

THE SHRINKING DOLLAR

If you feel you need more money just to stay even, you're feeling the effects of inflation. This year's inflation rate will likely be about 5 percent. If the annual inflation rate stays at 5 percent for the next 10 years, here's what you'll need to earn in 1999 just to stay even.



Kids can work better when they're glued to the screen.

As every high school teacher knows, prying students away from the Carringtons and the Keatons long enough to teach them about the Roosevelts and the Brontes is not exactly an easy task.

But more and more teachers are doing just that. By turning to the compelling screen of a Macintosh® personal computer.

Now, you probably know that the graphic, intuitive Macintosh way of working is easy to learn. That is, unlike with most other computers, students can use Macintosh without having to learn a foreign language. So they can get straight to work on things like English.

But what really grabs their attention is that, with Macintosh, kids actually enjoy learning.



YOU AND YOUR RETIREMENT

Once a Teacher, Always a Teacher

Lucille Alley retired from her job five years ago after teaching for 38 years. Now she's program chair of her local NEA-Retired chapter, outreach coordinator for her church, and a frequent guest teacher in an old friend's classroom. In her spare time, she helps the neighborhood kids with their homework.

"I guess you never get the teacher out of you," Alley acknowledges with a smile.

Like thousands of other members of NEA-Retired, Alley may have retired from her teaching job, but she's still a

working educator. She's still involved with children, still working with and supportive of full-time teachers, and still active in her Association—now the Orange (Calif.) Unified Retired Teachers Group.

Alley and her retired colleagues provide support services to current teachers, who are members of the Orange Unified Education Association, "when-ever we're asked." Retirees help deliver the Association newspaper to building reps, staff phone banks during political campaigns, and count ballots for Association elections.

Last year, Alley says, when the teachers struck, "we went right along with them." Retirees went to school board meetings, wrote support letters, and joined picket lines. "We're concerned about future retirees," Alley says. "We want them to have the same privileges we have now."

In addition to supporting current teachers, Alley helps organize seminars for retirees, receptions honoring retiring teachers, and fundraising events for those entering the profession.

"I'm so busy now," Alley says, "I don't know when I ever found time to

teach school."

Camella Walker, an NEA-R member in Houston who retired in 1985 after 30 years teaching English and language arts, shares that sentiment. As a member of the steering committee of the Metro Cooperative Teacher Education Center at Texas Southern University, Walker helps establish the curriculum for prospective teachers.

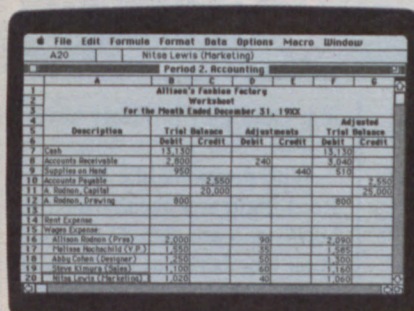
"I give the administrators and college professors on the committee a classroom teacher's perspective," says Walker, former president of the Houston Teachers Association. "It's very rewarding work and I thoroughly enjoy it."

Walker still meets with current teachers to discuss teacher education and "teaching in general," still tutors children through her church's retirees' group, and she still comes to the NEA Representative Assembly every year "just to see what's going on."

Bea Wooley, who retired in 1975 after a 25-year teaching career, stays involved in education by serving as a mentor in an Ann Arbor, Mich., drop-out prevention program called Teaching-Learning Communities. Recipient

A PROGRAM FOR ANY TIME SLOT

From first-period journalism to sixth-period drafting, Macintosh helps teachers teach and kids master almost anything. For example,



Programs like Microsoft Excel, MacWrite and MacProof give kids the incentive to fine-tune everything they do. And all their work comes in much better.

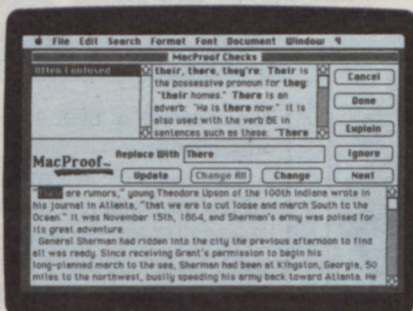
Macintosh can make editing term papers, newspaper articles and reports nearly as easy as zapping commercials. And when fine-tuning is so much simpler, writing assignments come in much better.

For business education, kids can learn to analyze financial problems with spreadsheets like Microsoft Excel. The same kind they'll be using after graduation.

And auto shop teachers can illustrate concepts in three dimensions. So students can do things like tear

down an engine without getting their hands dirty.

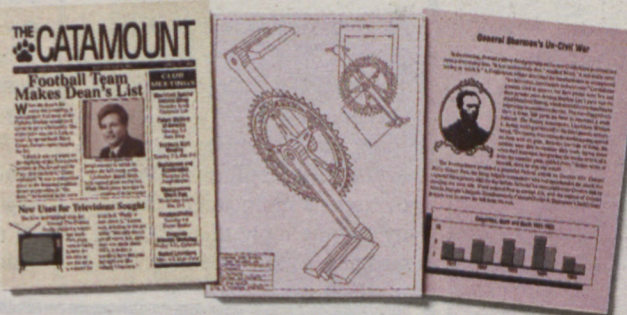
Meanwhile, the HyperCard® software that comes with every Macintosh lets teachers and students



work together. To make sharing ideas as easy as pointing and clicking. AppleShare also works with your Apple® II and MS-DOS computers. So you can get even more out of the computers you've already invested in.

THE BIGGEST PICTURE.

Obviously, students who pay attention are more likely to get into college. Better still, once they get there, they'll already be ahead. Because Macintosh is a computing standard in colleges and universities across the country (Stanford, MIT, Dartmouth and the University of Illinois, to name a few).



What any kid prints with a LaserWriter® looks like the work of a professional producer.

create their own courseware and presentations. Combining pictures, voice, sound and even video for engaging lessons in literature, history, physics or math. After all, when it comes to holding a kid's attention, the more media, the better.

UP NEXT, NETWORK NEWS.

With the AppleShare® file server, your Macintosh computers can

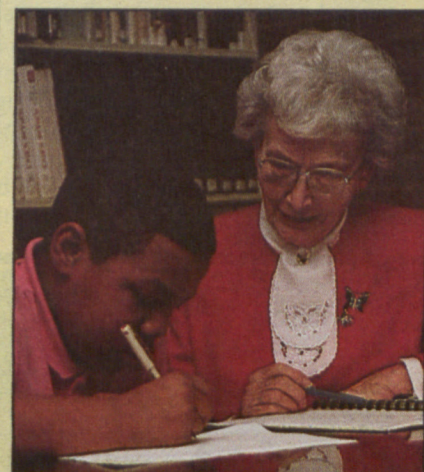
And whether it's with a high school diploma or a college degree, when students start pounding the pavement, they won't find the streets so hard. Because Macintosh computers are found in businesses everywhere, from fire departments to multinational corporations.

All of which means that Macintosh and teachers can work together toward a common goal.

To give kids capabilities that will stick with them forever.



The power to be your best.™



NEA's Operation Rescue program TLC (Teaching-Learning Communities) uses volunteers like NEA-Retired member Bea Wooley to tutor Ann Arbor, Mich., students.

of an NEA Operation Rescue grant, TLC pairs volunteer mentors with troubled teens.

"I worked with a young girl named Erica," Wooley recalls, "who was missing an awful lot of school and was put in special education classes, which she resented very much."

"The first thing she said to me was, 'Did you ever hear the story of the little engine that could? My grandmother used to tell me that story over and over again. Back then,' Erica told me, 'I thought I could, but now my grandmother's dead and no one cares if I can do it.'"

Wooley says Erica, who "just needed reassurance from someone who cared," showed a lot of improvement the year they worked together.

Alley, Walker, and Wooley are just three of thousands of members of NEA-Retired who stay active in their profession, and who—for some pretty obvious reasons—"haven't had time to miss teaching yet."

—Stefanie Weiss

People



Majora Nichols

It's tough to get front-row seats to a Boston Celtics professional basketball game, but one Massachusetts teacher sits courtside for every home game. Whenever the Celtics are in town, **Royal Doughty**, eighth grade science teacher at Clark Middle School in Lexington, helps keep the score.

Four years ago the official scorer, a friend who knew Doughty was a basketball fan, offered him the job of assistant scorekeeper. "It was an opportunity I couldn't let go by," says Doughty.

Doughty gets the starting line-ups from both coaches

before the game and hands out statistics sheets afterwards, so he gets to speak with both players and coaches.

"Before the game, they're different coaches," he reports, "friendly, smiling, joking."

Doughty admits the job has disadvantages. "If there's a questionable call, we don't get to see the instant replay." He's also sorry he can't cheer for the home team.

His students often come by before the game. "If I'm holding the game ball, I'll let them bounce it a couple of times. To them, touching the same ball as Michael Jordan is a big thing."



Kristin Peterson



Kristin Peterson

As president of the St. Louis Community College Board of Trustees, **Gwen Reed**—an elementary teacher and Association member—presides over a \$71.5 million budget, oversees a multicampus facility serving more than 100,000 students a year, and listens to

the concerns of over 450 faculty members.

Of the six elected members of the Community College's Board of Trustees, Reed—a sixth-grade teacher at James-town Elementary School in Hazelwood, Mo.—is the only educator.

"My heart obviously lies with the teachers," Reed says, "because I am one. I know what we're going through today—low pay, low respect. When I was a child, teachers were put on a pedestal, but not now."

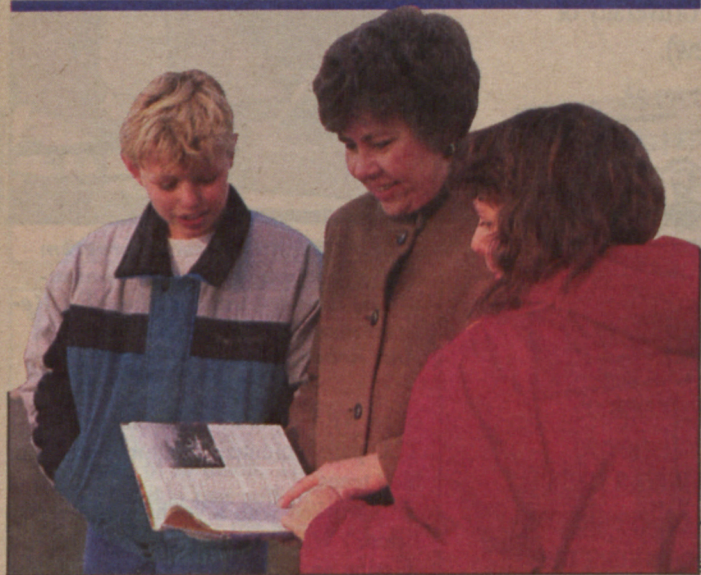
Reed wants to help turn that around. A first step: advocating for higher faculty salaries. "I don't think educators are paid enough," she says, add-

ing, "and they probably never will be."

With positions like that, Reed impresses faculty members—who are also Association members—as a real asset on the board.

"We're very pleased with Gwen," says Junior College District-NEA President Libby Fitzgerald. "We have found her very accessible, and when we talk to her, it's clear she understands and supports us."

Reed was elected in 1984, with Association support, by only 28 votes. "That brought home to me again how much one vote really counts," Reed says—a lesson worth remembering as she runs for re-election next year.



Wayne Arnet

Susan Nardinger's students have made the *Guinness Book of World Records*. Last year, her sixth graders at Lewis and Clark Elementary in Great Falls, Mont., established that their city has the world's shortest river: the Roe, at 201 feet. The 1989 Guinness record book credits the class with proving that fact. Nardinger's 30 students worked for six months on the project, determined to make official their city's claim to fame.

To have the Roe formally declared a river, they wrote to local businesses, Congressional representatives, and the

school board. They spoke to civic organizations and at town meetings. And they circulated a schoolwide petition.

Their efforts paid off. Not only did the class make the *Guinness Book of World Records*, but two of the students got to talk about the project on TV's *Tonight Show* with Johnny Carson.

Nardinger herself is no stranger to the book world. One of this year's official souvenirs at the Kentucky Derby will be Nardinger's book *Spokane, Spirit Horse of the Rockies*—about the only horse from Montana ever to win the Kentucky Derby.



Monica Boglau

Julie Diller's 23 fifth graders at Davis Elementary School in Cheyenne, Wyo., got a cameo part—a 22-second segment—on ABC's *Good Morn-*

ing, America during American Education Week last fall.

What got ABC interested: the books the kids had written. The class had organized

into a publishing company—Diller, Inc.—staffed with editors, art directors, and other publishing types.* Each student wrote and illustrated a



When water splashed into a vial containing sodium metal, Durham (N.C.) High School chemistry teacher **Suryanarayana Chittilla** knew he had to act quickly.

With flames already billowing out of the vial, Chittilla seized it and headed outdoors. "The windows were sealed shut, the classroom was full of chemicals, and there were 375 students and 15 teachers in the building," says Chittilla. "If the vial had exploded in the classroom, many students could have been injured."

Chittilla raced down the stairs. He'd nearly reached the exit when the vial exploded.

Chittilla sustained severe burns on his face and eyes, and for a while doctors feared he'd never see again. But now he's slowly recovering his sight—and he's overwhelmed by the response from students, parents, and teachers across the country who have heard of his heroism.

"I've received hundreds of cards and letters," says Chittilla, who's been awarded a citation for bravery by North Carolina Gov. James Martin. "Many students have written to say 'thank you, and we love you.'"

"I was only doing my job," adds Chittilla. "I'm anxious to get well so I can go back to the classroom and teach again."



book and also served as an editor or art director for somebody else's.

Diller says: "I was interested in improving com-

position and proofreading skills and in teaching students to take responsibility for the editing and art direction of other students' work."

The local press was interested in the book topics—aliens, summer camp, mouse families, conflicting social commitments—and in the handsome laminated covers. The Associated Press liked the idea of the 23 books and put out a story. ABC spotted the AP's story and sent out a camera crew from Denver, who videotaped the students as they recreated the publishing process. "The crew was great," Diller recalls, "filming each child and making them all feel special."

*The publishing process they followed is described in *Written and Illustrated by*, by David Melton (\$14.95 from Landmark Editions, 1420 Kansas Ave., Kansas City, MO 64127).



1989 Teacher of the Year

"The Teacher of the Year selection is not just an honor bestowed upon one person, it is an occasion for rejoicing in all teachers who do exemplary work," says **Mary Bicouvaris**, twelfth-grade government and politics teacher at Hampton, Va.'s Bethel High School and winner of this year's honor.

What makes a good teacher? This 25-year classroom veteran says good teachers—

Love children. "That's a prerequisite for every teacher."

Accept each child as the parents' gift to them. "At times this may be difficult, because some children may be more trying than others—but that only means we must redouble our efforts."

Know the subject matter. "I consider this a life-long process. We must continually strive to increase our own knowledge."

Believe that it is the student's prerogative to allow himself or herself to fail, not the teacher's. "For this reason, we must make the greatest effort not to allow the student to fail, to show that student that we will never give up. A student who sees this will keep

trying, too."

Continue to share ideas and plans with other teachers. "We are all specialists in something."

Bicouvaris' dedication to teaching reaches back to her childhood in Greece in a time of turmoil. "During those years, people didn't have very much, but they wanted to make something of themselves. In Greece, education was the method by which you became somebody."

Bicouvaris also sees the importance of her professional Association. She's active in the Hampton Education Association and a member of the Virginia Education Association's Peace and International Relations Committee. "I've seen the differences in the profession in the last 24 years," she notes, "and I know they came about because somebody was fighting the battles while the rest of us were just doing our jobs. I value that very much."

In future years, NEA's gains will mean even more to the daughter of this award-winning teacher. Valerie Bicouvaris is training to become a teacher.

Your NEA

SETTING POLICY

A Capital Confab

More than 7,000 delegates are expected to attend the 1989 Representative Assembly (RA) at the Washington, D.C., Convention Center, July 2-5, 1989. The 1989 theme: "Public Education: Our Path to Progress."

Delegates will represent the entire NEA family—teachers, support staff, administrators, higher education faculty, student members, and retirees. Together, they'll set the Association's course for the coming year.

There'll be two days of exhibits, along with business meetings and special events such as presentation of NEA's 1989 "Friend of Education" award to the person chosen for making the greatest contribution to American education during the past year.

As always, before the RA gets underway there'll be related conferences and workshops geared to various groups. The NEA Student Program will be hosting its annual Leadership Training Workshop at Washington's Embassy Square Suites, June 26-28. For more information, contact your state Association. The NEA-Retired program will hold its annual meeting June 27-28 at the Washington Plaza Hotel.

The annual joint conference on concerns of minorities and women will take place June 27-28 at the Sheraton Washington Hotel. This year's theme is "The Changing American Society: Its Impact on Quality and Equity in Education."

This year's preconvention instructional issues conference, June 29 at Washington's Grand Hyatt Hotel, will have as its theme "School Employees: Designers of Excellence." Harvard professor and author Sara Lawrence Lightfoot will be the keynote speaker. For more information, contact June VanderVeen or Aurora Arcilla, 1-202-822-7392.

For delegates traveling by camper, the official campsite is Yogi Bear's Jellystone Park Camp Resorts in Haymarket, Va. The campground is some 35 miles from the Convention Center with easy access on Interstate Rte. 66. Move-in begins June 29. Move-ins before that date will be on a space-available basis. To reserve a site, get your registration coupon, Form A, with one night's deposit, to NEA's Office of Convention and Conference Management by May 31. For more information, call Toni Williams, 1-202-822-7754.

School Nurses Meet

The 21st annual conference of the National Association of School Nurses will take place June 26-July 1 at the Crystal City Hyatt Regency Hotel in

Arlington, Va. Non-nurses as well as nurses may attend.

For more information, contact the National Association of School Nurses, Inc., P.O. Box 1300, Scarborough, ME 04070, 1-207-883-2117.

Off and Running For NEA-PAC

Attention, delegates and nondelegates: NEA-PAC invites you to participate in both its annual "Running for Office" race and annual Giveaway program. Each year the number of delegates and their family members who run (and walk), and the number of giveaway prizes, grows.

If you won't be attending the annual meeting, you can still be there in spirit by making a generous contribution to your local delegate-runners. They'll be coming to you for donations in the weeks ahead. Entry fees for the various races—which are really contributions to NEA-PAC—must be collected before the RA from NEA members, families, and friends. The more money a participant raises, the higher the "office" he or she can run for.

This year's race will take place Friday, June 30, at the Reflecting Pool in front of the Lincoln Memorial. Participants can run or jog either a one-mile or a five kilometer course, or walk the one-mile course at a leisurely pace. Groups of up to 12 runners can participate in costume.

Delegates should have received race entry kits from their state presidents in March. All delegates will be sent one in the June delegate mailing. To receive an entry kit, prior to June 1, call NEA Government Relations at 1-202-822-7300.

In recent years, the contributions NEA-PAC receives during the convention have become the largest single source of NEA-PAC revenue. Since 1981, these contributions have grown from \$54,000 to 1988's record



Keith Edwards of Pennsylvania and Kathleen Flynn of California, won new cars in last year's NEA-PAC Giveaway at the annual meeting in New Orleans.

\$345,000. Each year, delegates have demonstrated a greater determination to persuade members of Congress to provide a fair federal share of financial support for our schools.

NEA-PAC resources help friends of education get elected and reelected to Congress. Now, as voluntary contributions approach \$2 million, NEA-PAC is truly becoming education's defense fund.

To participate in the NEA-PAC Giveaway delegates should fill out the appropriate card in the delegate credential packet and deposit it in the Giveaway drum in the Convention Center. Please include a contribution. Last year's convention set a record contribution average of \$34.29 per delegate. This year, NEA-PAC hopes to raise \$38 per delegate.

Giveaway prizes will be a 1989 Ford Thunderbird LX or \$20,000 cash, donated by the Ohio Education Association, and a 1989 Ford Aerostar XLT Plus wagon or \$15,000 cash, donated by the Washington Education Association. Additional prizes include an African safari trip or \$2,000 and a \$1,000 U.S. Savings Bond or \$500 cash.

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RA Delegates To Elect Leaders

Delegates to the 1989 Representative Assembly will elect the NEA president, vice presi-

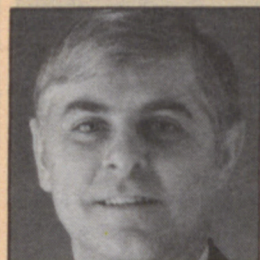
dent, and two Executive Committee members. The president and vice president

will serve two-year terms beginning September 1, 1989. The two Executive Committee

members will serve three-year terms beginning the same date.

The following candidates have filed for office and submitted statements by April 1, 1989. Candidates for each office are listed in the order in which they filed for office.

For President



Keith Geiger

If NEA is to meet the enormous challenges of unionism and professionalism, it needs a leader who both recognizes these imperatives and has the experience to deal with them. Bargaining, protecting members' rights, improving curriculum, and providing a better education for all students are compatible, and NEA needs a president who has practical, on-the-job experience to accomplish these goals. To be successful, NEA must also remain willing to work with other segments of society to improve education and the jobs of our members.

NEA needs a president who understands, deeply and profoundly, the dual nature of the NEA, as a union and a professional organization, a president who will not back away from either role and will embrace both.

For these reasons I am a candidate for president.



John Wilson

Because of Mary Futrell's efforts, our next president has an unprecedented opportunity to secure a central role for NEA in charting the future of American education and to achieve major gains in compensation and professional status for our members.

To seize this opportunity, NEA's next president should have:

- ▶ a practicing teacher's firsthand

knowledge of today's classroom issues;

- ▶ the "real-world" perspective gained from years of front-line state and local Association leadership;

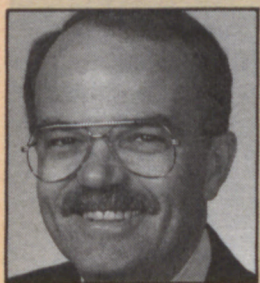
- ▶ wide-ranging national experience as a member of the NEA Executive Committee;

- ▶ a proven ability to build consensus and to energize and lead an organization as diverse as NEA; and

- ▶ a passionate commitment to quality education for all students.

That is why I am a candidate for the office of president.

For Vice President



Bob Chase

Bob Chase, junior high social studies teacher and NEA Executive Committee incumbent member, is a candidate for vice president.

Chase has been involved in NEA at the local, state, and national levels--

- ▶ As president and vice president of local and state Associations.

- ▶ As member of the NEA Board of Directors and several national

committees, including the Blue Ribbon Task Force on Educational Excellence, Resolutions Committee, Women's Concerns Committee, and study groups on Black and Asian and Pacific Islander concerns.

Chase says, "The major issues confronting NEA are funding, restructuring to meet the needs of a diverse membership, and involvement in education reform. NEA needs leaders who have a vision of the future and an unfaltering commitment to the membership. That's why I'm a candidate for NEA vice president."

For Executive Committee (two seats)



Sue Hovey

America's public schools are her future. There is no other institution in our country that will ensure equality and excellence for this generation and generations to come.

One organization has consistently stood for excellence in education without compromising its principles... the NEA. Our 1.9 million members, from small states and large, from rural locals to urbans,

have unflinchingly demanded accountability of their employers, of their legislators, of each other, and of their organization.

That's why I'm so proud of the NEA, and that's why I'm a candidate for reelection to the Executive Committee.



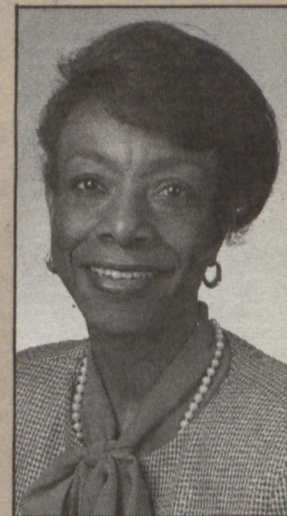
Reg Weaver

As former state president, I represented our members on many committees addressing educational reform, including the Illinois Project for School Reform, Illinois Commission for Improvement of Elementary and Secondary Education, and Blue Ribbon Committee for Improvement of Teaching as a Profession.

Nine years on Illinois' Teacher Certification Board prepared me for my responsibilities as a member of the National Standards Board.

Societal changes have had a major impact on education, our profession, and our organization. We must generate student-centered, teacher-directed change through collective bargaining, political action, and effective lobbying if we are to achieve educational excellence and equity. These same vehicles will shape the outcome of issues such as compensation, site-based decisionmaking, sufficient educational funding, and working environments.

In Memoriam



**Edith Swanson
1934-1989**

Edith Swanson, a member of the NEA Executive Committee, passed away April 1, after a long illness.

A sixth grade teacher and former vice-president of the Michigan Education Association, Swanson was elected to the Executive Committee at the 1988 Representative Assembly.

"Edith was a mentor to young people across the nation," notes NEA President Mary Hatwood Futrell. "She worked hard to help others make the most of their talents."

"Edith was one of the most highly respected persons in our profession," says MEA President Larry Chunovich. "Very few ever provide the quality leadership that Edith did. It's a very sad loss, but her accomplishments will be with us forever."

Swanson served on the new National Board for Professional Teaching Standards. A staunch advocate of minority and women's concerns, she also devoted considerable time to numerous local, state, and national committees working for equal opportunity for students and educators.

Swanson taught in Michigan's Willow Run school district and served as president of the Willow Run Education Association. She was a graduate of Eastern Michigan University and was to have received an outstanding alumna award from the University's Department of Teacher Education on April 7.

Swanson is survived by her husband, Charles, and sons Kenneth and Charles, Jr. The family suggests donations to the Edith Mays Swanson Fund for Scholarships, 1824 Norfolk Ave., Ypsilanti, MI 48198.

A vacancy has been created on the NEA Executive Committee and will be filled by the 1989 Representative Assembly. The vacancy represents the unexpired portion of the term of Edith Swanson. The individual elected to that position will assume office immediately to serve a term that will run through August 31, 1991.

An incumbent member of the

NEA Executive Committee has filed for the vice presidency. If he is successful in his bid for that office, another Executive Committee position will become vacant and will be filled by the Representative Assembly. The individual elected to that position will serve from September 1, 1989, through August 31, 1990.

The Representative Assembly may also need to elect at-large

NEA directors representing ethnic minorities, administrators, classroom teachers in higher education, and Active members employed in educational support positions pursuant to Article V, Section 1 (c), (d), (e), and (f) of the Constitution.

Candidates for all positions elected at the Representative Assembly must have been NEA Active members for two years im-

mediately preceding the election. Time spent by an Active member in the former Educational Support membership category will be counted for purposes of the two-year requirement.

Filing forms and election information are available from the NEA Executive Office, 1201 16th St., N.W., Washington, DC 20036.

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INTERNATIONAL

THE NEW PEDAGOGY

In the Soviet Union, educators inspired by the restructuring spirit of *perestroika* are rethinking the most basic of school relationships. Many Soviet teachers are rejecting the 'We teach, students learn' attitude. Their new approach: 'Students learn, we help.'

The Soviet Union today is a society in ferment. Reformers are turning nearly every sphere of Soviet society upside down and inside out.

Education is no exception. Soviet educators are now embroiled in a provocative national debate over learning. Their debate echoes many of the themes sounded by education reformers here in the United States.

Soviet education reformers, like their U.S. counterparts, are talking about changing the way the decisions that affect learning are made.

But Soviet reformers are also raising issues less widely discussed in the United States, issues that speak directly to the most fundamental building block of education: the relationship between teacher and student.

The Soviet reform critique of education starts with a critique of Soviet society as a whole. Education, reformers charge, has too long suffered from the top-down approach to decision making that has plagued all of Soviet society.

Under former Soviet leader Leonid Brezhnev, this top-down approach produced what Soviet reformers now decry as the "days of stagnation." For over 20 years, reformers charge, Soviet society stopped progressing. Cynicism was everywhere. Workers did as little as they could to get by. Products were shoddy; services, rude.

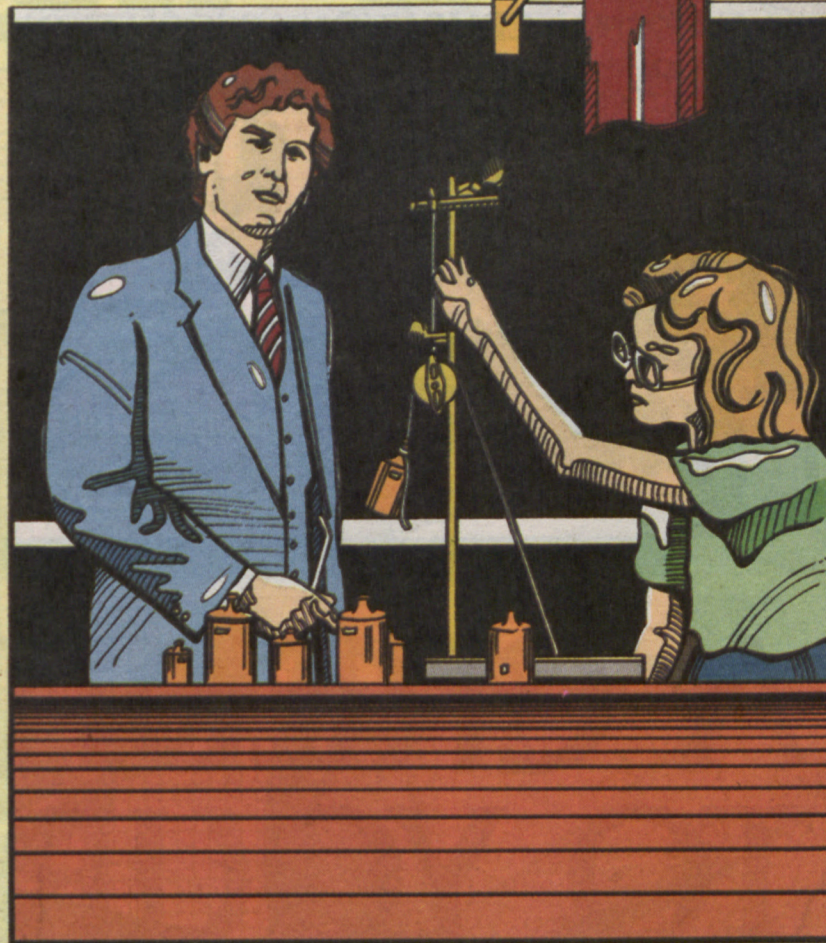
The only antidote to stagnation, Soviet reformers now maintain, is democratization. Workers will become more productive and creative only when they feel a sense of ownership in what they produce, when they become decision-makers, not command-takers.

To achieve this democratization, reformers argue, the Soviet Union needs to totally dismantle the top-down Soviet state, where all decisions are made by ministries in Moscow.

Democratic, participatory habits, reformers understand, do not come easily to a society built on years of command-style decisions. Democracy, as some reformers put it, "is a subject to be learned"—and schools have to do the teaching.

But schools can teach democracy, reformers argue, only if they are restructured to operate democratically.

The effort to democratize Soviet schools is now in full swing. Soviet education officials are currently encouraging all schools to create representative councils to set the direction for each school. These councils are to include teachers, parents, students, administrators, and delegates from local enterprises.



Vladimir Shadrikov, the first deputy chairman of the Soviet State Committee on Public Education, calls school councils the key to the democratization effort. Shadrikov led a delegation of Soviet educators who toured the United States in March as guests of NEA.

"We want the new school councils to be real decision-making bodies, not figureheads," Minister Shadrikov told over 600 NEA members at a conference in San Diego. "We want them to develop naturally as a vehicle for community control of education."

That students are playing a role on the new school councils is no accident. Reformers feel that *perestroika* in education must actively involve students, and that, they feel, means dismantling the tradition of teacher-automatically-knows-best.

To counter this tradition, reformers advocate what they call the "pedagogy of cooperation," the idea that teachers must treat students with respect and as equal partners in education.

This idea of cooperation first appeared three years ago in a manifesto published in the journal of the Soviet Educational and Scientific Workers Union.

That manifesto argued that what matters most in education is the relationship between pupil and teacher.

This relationship, the manifesto maintained, ought to be a relationship of equals. The threatening, command-style mentality—"Learn, or you'll get a bad mark and we'll call your parents and have you expelled"—ought to be replaced by a realization that teachers and students can work together to learn.

As Vladimir Shadrikov of the Soviet State Committee on Public Education put it in his speech to NEA members in

San Diego: "We must renounce the paradigm that we teach and students learn. We must take the new position that students learn and teachers help."

This concept of cooperation is now clearly the educational ideology of *perestroika*. Last year, at a historic Soviet Communist Party conference, Soviet President Mikhail Gorbachev asked the educators present to "help us restore that respectful attitude to the child, so that the teacher will never be able to insult or demean the pupil."

Despite this high-level support for "new thinking" in education, the old ways linger. Many teachers are still accustomed to the traditional approach to learning.

But these traditional educators, reformers believe, will eventually come around to the new thinking, because Soviet students today are different.

"In this period of democracy, students are more autonomous," says Victor Berezin, a leader in the Soviet Educational and Scientific Workers Union. "Orders don't work anymore."

Will the new Soviet approach to education "work"? That, of course, remains to be seen.

The Soviet education reformers don't underestimate the challenge before them. Theirs is a huge system: 43.8 million students, over 6 million education employees, instruction in 37 different languages.

Turning a system of that size and complexity down new roads is an awesome undertaking. But it's an undertaking that ought to be watched—closely—by educators in the United States.

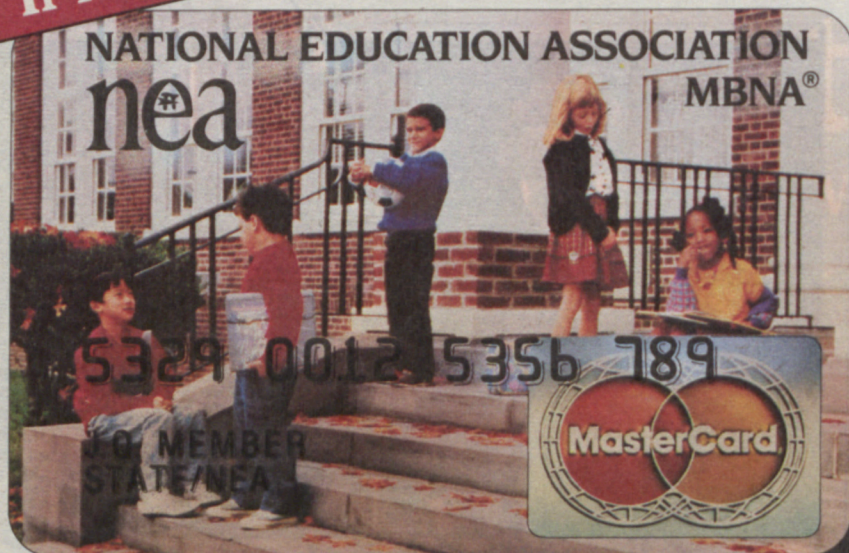
"After all," notes NEA President Mary Hatwood Futrell, "we're dealing with many of the same issues."

—Sam Pizzigati



At a national conference in San Diego earlier this year, Vladimir Shadrikov, a top Soviet education official, told over 600 NEA members that schools need to be restructured to actively involve students in all aspects of learning. At left is NEA President Mary Hatwood Futrell.

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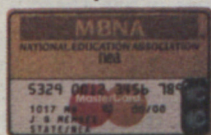
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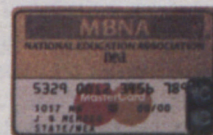
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☐ Renting	☐ Buying or ☐ Own?
Monthly Payment	\$

Previous Address (must be completed if at present address less than 3 years.)

Employer	
Position	Years There
Previous employer or school attended	
Annual Salary	Other Income
\$	\$

Include income from all sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

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This program is currently not available in District of Columbia, Michigan and Pennsylvania.

Meet:

Cooking Up Lunch and Education

Somewhere between the curtain going up at a Broadway premiere and the starter's gun of the Indy 500—that's the mood in the Woodland Elementary School kitchen at 11:25 weekday mornings. Lunch is about to begin.

The food, hot dishes bubbling hot, cold dishes icy, is already being served onto trays by a four-person assembly line. On the wall, a copy of the Mansfield City system's first-place certificate from Ohio's 1988 school food service competition states flatly what anyone with a functioning nose has already sniffed out: this is a topflight operation.

Presiding scoop in hand over the team of assistant cook, cashier, and five student workers is Woodland head cook Nikki Crooks. She somehow holds her own in the line while making sure that fresh supplies of trays and food show up when and where they're needed. Crooks has seen eight years' worth of school lunch periods—but each one is different, and she tries to make each one just right.

This spring, Jane Power of NEA Today visited Crooks in her kitchen to find out just what's involved in fixing lunch for up to 175 kids every day.

What kind of preparations does a meal like this take?

Every school in Mansfield makes everything from scratch—nothing comes already prepared except perhaps chicken nuggets. We make pizza from the crust up.

Our district food service manager sends out excellent menus—then all of us do a little bit extra. If we have fresh watermelon, for example, I'll make a boat out of the rind—to use instead of a bowl.

How's your kitchen organized?

As an elementary school head cook I'm both a hands-on person and a supervisor. I come in at 7 to get things started—maybe start the dough rising for rolls. Usually I work on the main dish, which takes the most time. My assistant comes in at 8:30, in time to help serve the breakfast for the kids who get it. She mainly works on salads and desserts. But when something has to be done, we just jump in and do it. My assistant leaves at 1, and by 2:30, everything's cleaned up and I go home.

What are all those kids doing back here in the kitchen?

Every week five kids work here—the teachers usually choose the ones who can afford to miss an hour of class, and the students give up their noon recess.

The students sell milk, clean tables, load and empty the dishwasher, scrape bowls and trays, and rinse the silverware in hot suds.

They also serve anything that's easy

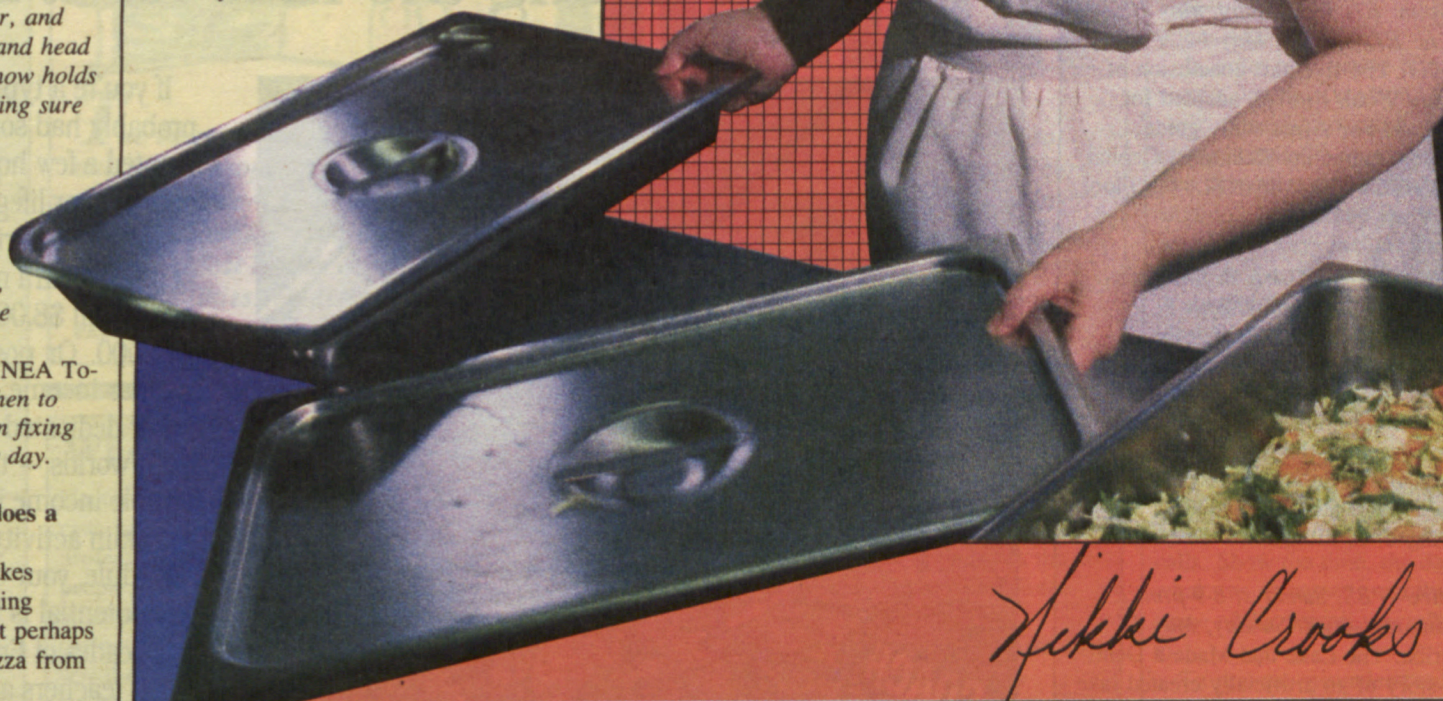
to serve. What's hard? Pie's hard.

Every day each student has one serving assignment and one cleaning assignment. Next day they rotate.

Do you do anything else with the students?

Every year I tell the teachers they can bring their children down to look through the kitchen—most years the kindergarten comes through.

Last year I went to the fifth grade and did a talk on just what my job is—it surprised the students and the teacher, too. I asked them, what do I do? They said, You cook! I asked,



Nikki Crooks

What else? and they said, that's it.

I'd taken along some order forms; I explained that I have to look at the menus the district food manager sends out, try to predict how many kids will want to eat what's on each day's menu, figure out how much of each ingredient of each dish I'll need in order to have enough without being overstocked, and order all the food from the food manager.

I also took a size 10 can along. "For today's lunch," I said, "I opened 10 of these. This morning we used 12 pounds of flour for the cookies we had at lunch. Math is very important, because I have to be able to extend a recipe or cut it back."

Then I've done some talks just on the person I am—on my time in the Navy and on skydiving—so that they don't just think of me as the cook. And in the cafeteria I'm called Miss Nikki—that's a little more personal without being just my first name.

What do the kids like best to eat?

In general, they seem to like the kinds of food they're used to—things like hamburgers, pizza, chicken nuggets, not casseroles so much.

The federal government needs to

change their standards for a school lunch because of our lifestyle nowadays. Children aren't as active as they were 10 years ago—they spend more time in front of the TV set or the computer. My sons are 19, 16, and 15, and they're more active than most, but they come home and sit in front of the computer instead of going outside and running around. It's not all the children's fault—there's no place to get together and play ball.

How are the Mansfield cooks organized?

The support staff and the teachers merged last year by a vote of more than 90 percent of each group—we're now the Mansfield School Employees' Association. We have about 265 support staff and twice as many teachers. There's a good feeling between the groups, and we've picked up quite a few new members.

We combined the officers of the two unions, so our leaders have a good working knowledge of both groups. I'd been president of the support staff union, and I was on the bargaining team in the negotiations we had last fall.

Our goal is to get one contract for all

of us, but we weren't able to manage that in our first negotiations—our contract expired when the teachers' contract still had a year and a half to run. Right now, the situation is precarious—the economic picture here isn't good, and there's talk of redistricting and closing schools.

Is there organized professional development for food service workers?

Absolutely. We're not just housewives cooking for a large number of people. Our job, like any job, is getting more technical, and a lot of us are interested in improving ourselves. We go to evening programs that give us points to get certified by the Ohio affiliate of the American School Food Service Association. Last year they made it a lot harder to become certified.

Still, some school districts don't recognize the certification in terms of pay or anything else.

How did you get to be a school cook?

Eight years ago, when all my boys were in school, I started looking for a job, and the hours and days of school employment let me get home before they did. And the cooking? I enjoy it.

RESOURCES

TV/Radio Tips

Think Fast—Nickelodeon, beginning Monday, May 1, 6-6:30 p.m. ET. Daily fast-paced game show in which two teams of two 11- to 14-year-old contestants each compete for prizes and money by using memory skills, visual problem solving, and physical prowess.

Nature Watch—HBO, beginning Monday, May 1; check local listings for times. Twenty-part nature series examining some of earth's most fascinating creatures and their habits. Richard Kiley narrates.

War and Remembrance—ABC, Sunday, May 7, 8-11 p.m. ET; Monday, May 8, 9-11 p.m. ET; Tuesday, May 9, 9-11 p.m. ET; Wednesday, May 10, 9-11 p.m. ET; Sunday, May 14, 9-11:30 p.m. ET. The five-part conclusion of Herman Wouk's novel, adapted for television. For a free study guide, write to Community Relations, Capital Cities/ABC, 77 W. 66th St., 9th Floor, New York, NY 10023.

Screening Room—Arts & Entertainment Network. Tuesday, May 9, 9 p.m.-midnight: "The Confession." Drama about a veteran of the Spanish Civil War, the French Resistance, and Nazi concentration camps, now a citizen of Prague, who must follow Party orders. Based on an autobiographical story by Lise and Artur London and starring Yves Montand.

Nature—PBS, Sundays, 8-9 p.m. ET. Continuing series. Sunday, May 14: "Kariba: The Lake that Made a Dent." The story of an artificially created lake in Zimbabwe, Africa, and its thriving, abundant wildlife.

Jim Henson Hour—NBC, Fridays, 8-9 p.m. ET. Jim Henson hosts this weekly series of short stories, entertainment features, and information for the entire family.

This Is America, Charlie Brown!—CBS, Fridays, 8-8:30 p.m. ET. Ani-



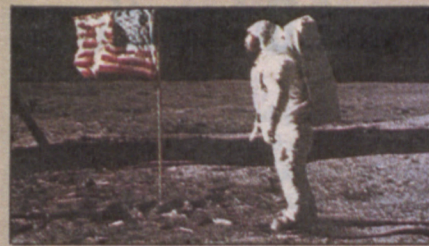
mated mini-series in which characters from the "Peanuts" comic strip are transported back in time to participate in various landmark events in American history. May 19: "The Music and Heroes of America."

How To Raise a Drug-Free Child—HBO, sometime in May; check local listings for dates and times. Mary Tyler Moore hosts this documentary designed to help parents counter the drug threat.

Texaco Star National Academic Championship—Discovery Channel, Saturdays, 11:30 a.m.-noon ET, beginning July 1. Rebroadcast Thursdays, 2:30-3 p.m. ET, beginning July 6. High school students demonstrate their knowledge as they compete in four-person teams to answer questions in this eight-week-long competition.

Our Century—Arts & Entertainment Network. Beginning Monday, July 3: "Space Flight." Five-part weekly

series about our search through the heavens, including rare video footage of space missions by the U.S., the U.S.S.R., and several other nations.



Moonwalk: As It Happened—Arts & Entertainment Network, Sunday, July 16; Thursday, July 20; and Monday, July 24. Check local listings for times. A repeat of NBC-TV's coverage of the first moon landing, in July 1969. Each segment will air 20 years to the minute after the original live broadcast.

Note: These listings are based on information available at the time NEA Today went to press.

Ahhh...another summer of lounging by the pool, dabbling in the arts, and taking the kids for a spin.



If you're a typical teacher/coach, you've probably had some typical summer jobs. Painted a few houses. Maybe done some coaching or lifeguarding. Or even taught a summer of Drivers Ed. This year, instead of a little extra money, you could earn an additional \$8,000, \$10,000, maybe even \$12,000. Or possibly double your regular income.

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PERSONALLY SPEAKING

When in
The Hospital

The American Hospital Association developed a Patient's Bill of Rights in 1973. Among other things, it says patients have the right to—

► Considerate and respectful care.

► Complete information about their illness, the treatment they will receive, the name of the physician managing their care, and the probable outcome—all explained in terms they can understand.

► Complete information about any treatment alternatives, the risks involved, and the probable recovery times—before any medical procedure is undertaken. If the treatment is experimental, they have the right to know this in advance.

► A chance to refuse treatment to the extent permitted by law, and information about the medical consequences of refusing treatment.

► Personal privacy, and confidentiality.

► A full explanation of all charges, no matter who's paying the bill.

► Reasonable care after leaving the hospital, if it's necessary.

► Information about the rules and regulations of conduct that the hospital expects its patients to follow.

Hospital patients have certain responsibilities, too. They should be prepared to—

► Provide, to the best of their ability, adequate information about their medical history.

► Ask questions about anything they don't understand.

► Keep appointments, or inform the hospital when this is not possible.

► Cooperate with the staff and be considerate of others.

► Inform hospital patient representatives if their rights have been violated.



Take Control OF YOUR HEALTH

The increased emphases on wellness, fitness, and preventative care add up to one thing: people are taking more control of their own health. Today's health care consumers want to be treated as equals by medical professionals. To be fully informed about their condition, and their options. To be part of the decision-making process. Most health care providers welcome these attitudes. But with rights come responsibilities. Understand what you can expect from medical care—and what's expected of you—before you become ill.

When Dealing
With Insurance

You have the right to prompt and full reimbursement of all expenses covered by your health insurance policy.

If payment is denied, you have the right to request a review of your claim.

Should the company, after a review, still feel you're not entitled to benefits, you have the right to

receive a written explanation of its decision. If you're not satisfied with this explanation, or if you get no reply to your request, you have the right to take your grievance to your state's insurance commissioner.

In order to preserve these rights, you must make all your requests in writing, preferably within 30 days of when you first learned your claim wouldn't be handled as you wished. Always include the name of the patient, the name of the policyholder, the insurance ID number, and any claim numbers in your requests. Never send original bills—make photocopies.

Keep copies of all correspondence to and from your insurance company, and make a record of any phone calls. Show the time, the date, what was discussed, and the name of the person you talked to.

To prevent misunderstandings, it's your responsibility to know what your insurance does and does not cover before you incur any medical expenses.

Have a Question?

If you have a concern about an insurance plan sponsored by your Association, contact NEA Special Services toll-free Member Services hotline: 1-800-637-4636. Specially trained member services representatives are on hand to help resolve your dispute.

If your insurance is not Association-sponsored, you must contact your state's insurance commissioner. The NEA Special Services *Consumer Guide to Health Insurance* lists the commissioners' addresses, as well as sample complaint letters.

The *Guide* is available free of charge to members. Call NEA Special Services, or write to: NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, MD 20850.

When Dealing with Health Care Professionals

Doctors, dentists, pharmacists, and other health care professionals are businesspeople. The products and services they sell are probably the most important purchases you'll ever make.

Chances are, however, you spend more time choosing a household appliance than you do selecting the men and women who handle your medical needs.

Before you entrust your health to a physician, for example, you have the right to ask him or her questions like these:

► What is your educational background? Are you board certified? How do you keep your education current?

► To what hospitals do you have admitting privileges?

► What are your fees? When is payment due? Do you accept the type of insurance I carry?

► What are your office hours, and how do you handle emergencies after office hours?

► Will I always see you, or might I be treated by others on your staff?

► Do you prescribe generic drugs when possible? There are no "right" or "wrong" answers to these questions; you must decide what it is you want out of the relationship.

Your feelings about your

doctors are very important. Do you feel at ease when speaking with them? Is the atmosphere unhurried? Is the office clean and well-equipped, the staff courteous, the service prompt and efficient?

Does the professional ask a lot of questions, and answer yours clearly and simply? Does he or she suggest ways to keep costs down and avoid unnecessary surgery or medication?

Don't hesitate to shop around. Good professionals won't be offended. You have the right to be as picky when it comes to health care services as you would be about any other important purchase.

When Taking Medicines of Any Kind

The federal Food and Drug Administration protects your right to safe medications.

Nevertheless, over 2.4 million Americans were hospitalized in 1988 because they took their medicine improperly. They took too much or too little, or took the wrong drug, or took the right drug in combination with another drug or food that caused a bad reaction.

While no one knows the ex-

act totals, the federal Department of Health and Human Services suspects that misused medicines kill more people each week than illegal drugs.

The National Council of Patient Information and Education says it's your responsibility, therefore, never to take a medication until you know the answer to these five questions:

► What is the name of this drug, and what is it supposed

to do?

► How and when do I take it, and for how long?

► What foods, drinks, medicines, or activities should I avoid while taking this drug?

► Are there any side effects, and what do I do if they occur?

► Is there any written information about the drug I can read?

To avoid problems, provide your doctor and pharmacist with a brief medication profile. This should include any

allergies you may have to particular drugs, including penicillin, aspirin, antihistamines, sulfa, or others. It should also include any existing medical conditions, including asthma, diabetes, epilepsy, heart condition, high blood pressure, and even smoking.



RESEARCH CLUES

Don't Worry, Be Happy!

By Robert McNergney
and Martin Haberman

Is adolescence the poetic period of emotional discomfiture we remember? Is it the moody storm that can blow ill at a moment's notice?

Reed Larson of the University of Illinois and his colleagues have been studying the height of adolescents' emotional highs and the depth of their lows trying to understand just how difficult this time of life can be. What they have found challenges some cherished beliefs about the emotional states of adolescents in social contexts.

Larson reasoned that we couldn't answer questions about adolescents until we learned what they "feel when they get up in the morning, what they experience in school, and how family life looks from their side of the dinner table."

To get this information, Larson and his colleagues placed electronic beepers on about 500 9-15-year-olds and paged them at random times during the day—at home with family, at school, with friends, and alone. When called, each adolescent was to record his or her mood at the time.

What did the researchers find?

► Teenagers' emotions vary more widely on a daily basis than do those of adults.

► It may be that adolescent emotionality is due more to the pace and stress associated with this stage of life than it is to puberty.

► Adolescent girls' moods span a wider range than boys' moods and wider even than younger children's moods.



► As girls get older their emotional variability increases.

► Adolescents' strongest emotional states don't last very long, typically fading in about a half-hour.

► Generally the older kids experienced milder negative states than did

the younger.

► In most cases teenagers are not at war with themselves on the inside.

Variations in moods are natural, healthy reactions to such events as a first kiss, getting a driver's license, and failing a test.

Larson's methodology itself offers some direction to adults who want to be more sensitive to youths. Adults don't need to wire young people with

beepers to assess their emotional health. We might simply ask them how they feel, what they like, and what they don't like. The act of asking can communicate caring—a commodity that is in desperately short supply for some young people.

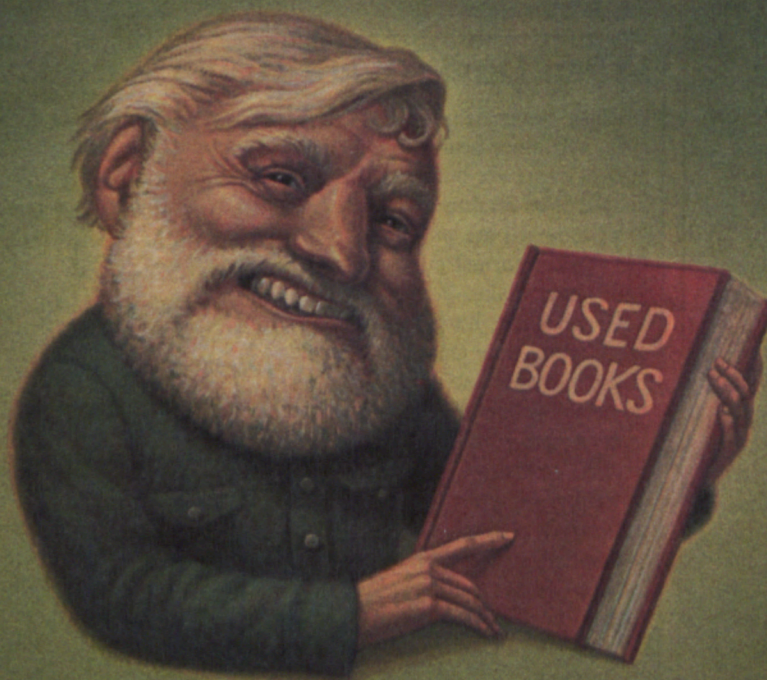
In the mid 1970s, researcher Gisela Konopka interviewed 1,000 young women from a variety of backgrounds to try to find out what made them happy and sad. The answer for one 16-year-old was a particular teacher: "... he laughs and he smiles and he is easy to get along with and he remembers

how it feels to be a kid, and he can understand many of our feelings about school, and about teachers, and about writing papers. He's easy to talk to."

Would that we were all remembered so fondly.

This column is based on research done under the direction of Reed Larson of the University of Illinois, Champaign/Urbana. For a free bibliography on this topic you can write to him at the University of Illinois, 1105 West Nevada, Urbana, IL 61801.

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Robert McNergney is director of the Commonwealth Center for the Education of Teachers, University of Virginia and James Madison University, Charlottesville, VA 22903. Martin Haberman is a professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today with the cooperation of the American Educational Research Association.

Letters



Text Talk

This letter was occasioned by the article on textbooks ("Is There a Decent Textbook in Your Future?" March).

I have just finished taking part in a language arts book adoption. With 35 other teachers, I selected a series to be used for the next seven years. This was done after many days and many months. I listened to the voices of the avant garde, the state legislature, the testers. And still, now that it's over, we hear that our choice was mistaken.

Before we pontificate on anything in education, it might be helpful to find out where education is going. As it is, there are so many directions in education that few, if any, know its destination. True, publishers must publish what sells, so they try to move with the prevailing winds. But teachers also are in the middle. I'm not asking that all march to one tune, but the term "education" must be narrowed in its meaning and clarified before we decide what is the best way to move. We all teach as best we can, or at least most of us do. But even that differs from teacher to teacher. Who can determine what is an effective textbook?

Gene Fontana
Napa, California

Book Censorship

I want to express my displeasure with your article "Book Censorship Splits Communities" (March). This article illustrated one of the greatest

problems facing our schools.

We have forgotten that the public schools belong to the public. No matter what we may think as educators, ultimately it is each parent's right to decide what his or her child should learn.

Parents have the legal right to oppose schools which teach objectionable material. To present these parents and censors as trouble-makers is highly irresponsible.

Unless schools are teaching all points of view on all subjects (which they are not), some form of censorship is always taking place.

Robert D. Hales
Chandler, Arizona

AIDS Education

It is sad that despite NEA's excellent insert—"The Facts About AIDS, A Special Guide for NEA Members"—in the Sept. 1987 issue of *NEA Today*, and despite the surgeon general's "Report on Acquired Immune Deficiency Syndrome," mailed to our homes, Jean Hammond (Letters, March) "personally cringe(s) at the thought of an HIV carrier assisting with food preparation in any capacity...."

If we are truly to be compassionate human beings, we cannot chase students out of school or burn down their homes or not allow people to work in school kitchens because of groundless fears.

Irvin K. Sasaki
Honolulu, Hawaii

Child Care

Regarding the article "The Child Care Challenge" (March), I believe you are, in fact, discriminating. Nowhere do you mention tax breaks for women who stay home with their children.

My husband is a teacher and an NEA member, but he doesn't agree with your views on child care. Here we are, getting by on one teacher's salary (which, you know, is by no means huge) so I can stay home with the children.

What is our reward? Paying higher taxes so others can send their kids to day care so they can be a two-income family. Our other option, of course, is to let someone else raise our kids, but this is NO option.

I am a traditional mom, and I have been laughed at, ridiculed, and unrepresented. I am tired of it. I do without and make do like a lot of people in single-income families, and it's time my voice was heard: Do not discriminate against me!

Judy L. Zeller
Mission Vergo, California

Retiree Coverage

I received my March issue of *NEA Today* this afternoon and have read it cover-to-cover. What a great issue!

Being a retiree, I especially liked the article about the retired couple's budget. Thanks for including us in your coverage.

D. Esther Tallent
Eagle Lake, Florida

Familiar Face

What a thrill for us to discover our daughter Suzanne on the cover of the February issue.

Suzanne graduated from South Medford High School at mid-year; many superior teachers contributed to her growth and development during her K-12 experience. She is now in Reno, Nevada, working in professional music until the fall term, when it will be time for her to experience higher education.

We hope that the next four years will be as positive and rewarding for her as have been the years in our public schools.

Lou Ann and Shelby Price
Talent, Oregon

Teacher Salaries

Having read the article "When It Comes to Pay, New Teachers Get Shortchanged" (February), I would like to read an article on salaries of teachers with 20-plus years of experience. Many of us stay in the profession for years with no increase in pay.

For comparison, I have a son who graduated from Stanford with an engineering degree. The course content was very difficult. Many teachers do not take courses of this nature. Engineers, if they can make it, deserve a starting salary of much more than \$30,000.

Teachers deserve more than \$15,000. I have a daughter at Lamar University in Texas majoring in math and minoring in chemistry. She is also getting teacher certification. Her course content has been very difficult because of her major and minor, and she has maintained a 4.0 grade point average.

Her 4.0 average will never be recognized in the field of education, and that is a shame. She will start teaching with a salary of less than \$15,000 a year, which is another shame.

We should not be comparing salaries, but rather seeking salaries for our professions on their own merits.

Mary A. Brown
Bay City, Texas

Tax Time

There is a fundamental illogic in the article "Oh No, Not Tax Time Again" (Feb.).

The article tells teachers to cheer up because the highest tax rate any U.S. citizen now has to pay is 33 percent rather than the 55 percent common in European countries. (Maximums affect very few teachers, either here or there.)

It would be logical for Lee Iacocca and his ilk (that 1 percent of the population that owns nearly half of all this country's wealth) to rejoice, but for teachers and other middle-class people in this country, it means that the eight years of the Reagan administration have gutted social programs in order to bring down taxes for the rich. Only South Africa, amongst the industrialized countries, has a poorer social support system for its total population.

There is further injustice to teachers, who are now the convenient fall

guys for the establishment and the media, who point the finger at us for the failure of the education system to provide services that should be the burden of society in general, especially those most able to pay.

Mary A. Herbert
Putney, Vermont

IBM, in association with *U.S. News & World Report*, is sponsoring a competition to promote student volunteerism. The program is looking for the best K-12 volunteer program in the nation.

A committee of judges from NEA and AFT will determine the most outstanding teacher and student nominations. Profiles of those programs will appear in fall issues of *U.S. News & World Report*. The school of each winning program will receive a multi-unit IBM network computer lab consisting of 21 IBM Personal System-2 computers, four IBM Proprinters, and a library of IBM educational software.

For more information, call 1-800-332-1919, or see the application form in the May 29 and June 12 issues of *U.S. News & World Report*.

Ecology/Conservation

Most communities in the United States face a very serious solid waste management problem. Many are turning to so called "resource recovery" plans to decrease the amount of waste that must be landfilled. This is a poor choice. Recycling is more economical, environmentally sound, and saves more energy than is produced by burning.

It is time to support the efforts of communities to recycle their solid waste. To do this, however, requires changes in our activities. Your magazines should be printed on recycled paper. In doing this you provide a vital market of recycled paper and reduce the need to burn or landfill. You save our forests, energy, and other raw materials.

I urge you to start now. Ask other magazines and journals to do the same.

Sidney C. Gelb
Plainview, New York

More ESP News

I am a secretary, one of the 13,000 Pennsylvania Educational Support Personnel recently affiliated with NEA.

In my district we have just completed our third contract. While it is a substantial improvement over what we had before, it by no means reflects the value of the people we represent. Our local is comprised of secretaries, clerks, teaching aides, nonteaching aides, special education aides, Chapter 1 aides, nurse's aides, and library aides. We are a diverse group and we comprise one-third of the total work force. Out of a \$9 million payroll, our portion of the budget is approximately 7 percent.

The school board and administration in their fashion are always trying to save money by giving us less, if they possibly can get away with it. There is a distinct irony here, since almost 100 percent of our members live in the community and pay the taxes here. Many, like me, have lived here for many years. We are the people responsible for building this district into the prestigious one it has become.

I am looking forward to seeing some space in *NEA Today* devoted

to news specifically about support personnel. This indispensable underpinning of the educational system should be acknowledged, and it would be interesting to compare problems and successes with others throughout the nation.

Gloria D. Adler, president
Marple Newtown ESPA
Pennsylvania

Thank You

I wish to thank the teachers who responded to Robert McNergney's request (Research Clues, Sept.) to send me ideas on teaching about newspapers.

The many letters I received are a measure of *NEA Today's* reach and of the great number of teachers that use newspapers to expand their school curriculum. Almost all the lesson plans I received were imaginative and useful to me and I am deeply grateful.

James Mackey
University of Minnesota
Minneapolis, Minnesota

Want To Move?

I am an elementary physical education teacher in Anchorage, Alaska. I am interested in a one-year teacher swap.

Ever want to see Alaska? Well, now is your chance. I would like to trade jobs for one year. We could switch houses, cars, and fish poles. I make my house payment, you make yours. I live on the outskirts of Anchorage, against the Chugach Mountains and about one-half mile from work. The cost of living isn't as bad as people think and the winters definitely aren't as bad. We don't even live in igloos. I am single and do a lot of hunting and fishing.

I teach an average of seven 35-minute class periods per day. I teach upper-middle class kids (K-6), use a district curriculum, and have loads of equipment. Our district okays teacher swaps, and my principal has given her approval. We fill out forms and get our school board's approval. I am a building representative for the Anchorage Education Association and very active in it. If this sounds interesting to you, write me.

Rick Natter
5805 Sterling Way
Anchorage, AK 99504

Address correspondence to "Letters," *NEA Today*, 1201 Sixteenth Street, N.W., Washington, DC 20036. We reserve the right to edit letters for length.

NFIE Offers \$500

for Technology Ideas

The National Foundation for the Improvement of Education invites teacher members to submit ideas for innovative uses of technology in the classroom to a competition sponsored by its Learning Tomorrow program. Submitters of the 20 most outstanding entries will each receive a \$500 honorarium. Winning ideas will be published in an NFIE publication and distributed nationwide within the next year.

Entries must be postmarked by September 12, 1989. For more information, contact NFIE, Learning Tomorrow, 1201 16th St., N.W., Washington, DC 20036, 1-202-822-7840.

Debate

Is \$50,000 Worth Two Minutes a Day Of Commercials?

The biggest education story of the spring—as measured by newspaper headlines and TV airtime—may well be the controversial proposal by Tennessee entrepreneur Chris Whittle to wire television sets into America's classrooms. In return, schools would be asked to show students a new 12-minute news program for teenagers, complete with two minutes of commercials. Below, two NEA members debate the merits of the Whittle proposal.

Betty Berry is a biology teacher and science department chair at Central High School in Knoxville, Tenn. A 21-year teaching veteran, she has been the Knox County Education Association faculty representative from her school for several years and serves on KCEA's budget committee.

Jennifer March, an educator for 21 years, teaches fifth grade at Central Avenue School in Naugatuck, Conn. A former president of the Naugatuck Teachers' League, she's now vice-chair of the Connecticut Education Association's Public Relations Commission.



Eric Lasser

YES

I have no objection to television commercials being shown to a "captive" audience of students in school, especially when the commercials are tastefully done and promote products that aren't harmful or titillating.

My school is one of the six pilot schools for the Channel One project being produced by Whittle Communications. Whittle has installed a satellite dish and television sets with 23" screens in our classrooms—without cost to the school system. The school receives a daily 12-minute telecast, including two minutes of commercials, during our 20-minute homeroom period. We have the use of all that equipment (approximately \$50,000 worth) for the rest of the school day.

Youthful performers present the programs in language teenagers understand, and the show provides a surprisingly large amount of information. My students are average kids; they listen to the presentation, and, like my own family, they talk to each other through most of the commercials.

The furor over Channel One advertising baffles me. Ads are everywhere in our building and have been for years. The clocks, the No. 2 pencils, the computers, even the footballs have company logos. Are we going to require food items sold in cafeterias to be in clear cellophane bags or plain brown wrappers?

My guess is that the fad of the moment—and not advertising—is more likely to determine whether children wear Nike shoes or Levi's jeans. All of us live with ads. Without advertisements, companies would have to charge me more for their products. So I put up with all that advertising and

never feel "threatened."

Let's be honest. Many of us have required students to watch shows at home on commercial TV, including election coverage, coronations, and missile launchings. We gave little or no thought to the commercials to which our students were exposed. Nor do we hesitate to show films produced by industry giants such as IBM or Mobil. We use them because they're effective in reaching the minds of students.

Many of the nation's high schools use "Newspapers in the Classroom" as a teaching device. We can adapt the same sort of critical analysis for the content and advertising on television in the classroom.

The Whittle programs serve another vital purpose. They motivate many youngsters we haven't been able to reach before. I've read the complaints about "seven-second bites"—pieces of information—and all I can say is: they're better than none at all!

Moreover, the daily show provides points of reference for all classes throughout the day—a real help in providing interdisciplinary understanding. The show helps build the integrated whole that education is supposed to be.

There's still no free lunch. The things we use have to be paid for by somebody. Many school systems like mine would never have this kind of equipment except through a program like this. And most teachers will recognize that money freed by this gift could be used to improve...well, you fill in the blanks!

Let me suggest to those who oppose advertising to students in school: Don't let them watch the next presidential inauguration: they're sure to see a commercial!



Michael Duffy

NO

Free color television, free videocassette recorders, free satellite dishes, and free news shows offered to schools throughout the country!

Sound too good to pass up? Before teachers sign the bottom line to accept these gifts, I suggest they take a closer look. The fine print in this real-life offer from a project called Channel One stipulates that participating schools make the project's daily mixture of news, features, quizzes, and commercials required viewing for students.

Time is precious to educators. Although Channel One requires only 10 minutes of viewing time for news and two minutes for commercials each day, consider what those numbers become in one year—30 hours for news and six hours for commercials. Where do teachers find the time to incorporate Channel One? What do they give up?

Time devoted to Channel One creates other, more direct problems for teachers. All kinds of lessons—prescribed by the state board of education, the legislature, the local school board—must be presented so students will do well on prescribed measures of achievement. Teachers are often held accountable for students' progress. If they're short on time to present the material, how will their students perform on the tests?

Those in favor of Channel One say too many students lack knowledge of current events, history, and geography. But do children (or, for that matter, adults) really learn about these topics from television news?

Overwhelming evidence indicates they don't. Americans watch more television than the people of nearly any other industrial nation. Yet surveys

show we're still ignorant. In becoming a video society, we've cast aside an important element of life skills: reading. Both children and adults can spend those 12 minutes reading about the day's events—or must all learning be assisted by visual aids?

Statistics also indicate that children see an average of 100 commercials on network television each day outside of school. Schools are marketplaces for ideas, not commercial turf. The opposite concept—that schools should provide a captive audience for commercials "endorsed" by educators—is repulsive. *Educators present all sides of an issue—we don't "sell" one point of view.*

Take the example of health and wellness. In many schools, students have been developing an awareness of proper nutrition. But will a TV feature on nutrition adequately stress the dangers of cholesterol if it's sponsored by a fast-food chain?

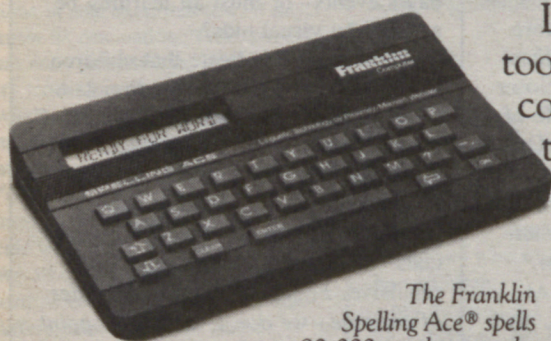
The *Wall Street Journal* reports that American teenagers spent \$55 billion in 1988. Harnessing that purchasing power can give an advertiser a big advantage in the marketplace. Beyond their own purchases, students persuade their parents to buy particular brands on the basis of what they see and hear in commercials. If students view commercials in class, parents may assume the products advertised are school-endorsed. Advertisers will be using the prestige of the school to increase their market share.

Any project that offers schools programs and equipment on the condition that students watch commercials is, I believe, a scheme to hustle an easy dollar, not to upgrade education. Educators need to remember the Trojan horse and be wary of mysterious gifts.

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